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ABSTRACT

This document is intended to guide special education policy in British Columbia (Canada) and stresses the basic elements of Individual Education Plans, school-based teams, district-wide planning, and resource sharing. After an introduction on how to use the guide (including a glossary of terms), the manual is divided into eight sections that address: (1) the overall policy framework for delivery of special education programs and services; (2) roles and responsibilities of the provincial ministry, school boards, district and school-based personnel, parents, and students; (3) identifying students with special needs and developing an Individual Education Program; (4) the generic supportive services that should be available in school districts (such as counseling, physiotherapy, occupational therapy, and home/hospital instruction); (5) special considerations for individual planning, essential elements in program planning, and criteria for receiving supplemental funding; (6) provincial resource programs (such as youth custody centers for delinquent youth, residential treatment programs, and special education technology centers); (7) sources of information (such as access to school facilities, full day kindergarten, learning resources, and transportation); and (8) appendices, which include information on funding standards, classification of tests, procedures for accessing special provincial services, relevant governing legislation, resource materials, and facilities planning. (DB)

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Special Education Services:

A Manual of Policies, Procedures and Guidelines

EC 306049

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Message from the Minister

This document provides a framework for special education policy in British Columbia. It incorporates the work of over nine hundred and fifty groups and individuals – parents, teachers, administrators and others – who have shared their wisdom and experience in the education of students with special needs. In addition, the report of a Special Education Advisory Committee – with representatives of various education partners – informed its development. The policy framework and guidelines which support it are being released to clarify expectations and identify practices appropriate for the wide range of students with special needs.

The policy builds upon best practices around the province. A number of districts currently have in place the basic elements of this policy – Individual Education Plans for students with special needs, school-based teams and district wide planning and resource-sharing. I know that while there are concerns about the availability of resources, most districts are providing high quality special education programs. I believe that we can improve and strengthen our services within the funding currently provided.

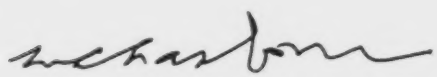
We will not be able to reach all of our goals at once. The government is committed to the provision of equitable access to learning, but we recognize that a full range of services and specialized expertise may not be readily available in all areas of the province or may not be available in a timely way. Innovative methods must be used to ensure that students in remote rural areas can access the services more readily available to their peers in urban areas. We must be innovative to meet this challenge - using the technology available in creative ways, and sharing resources among districts when possible.

To work more effectively within current funding limits, we must work together. Parents, teachers and other personnel in the school, administrators and community members all bring knowledge and skills that we need in providing the best possible education for all students.

Parents play a fundamental role in the education of their children. Their knowledge about their children should inform planning for their children's education.

Our goal is not to add to the workload of teachers but – on the contrary – to support their capacity to manage in the classroom. We have dedicated teachers who have introduced a range of innovative practices to the classroom. The policy framework outlines orderly ways to support the work of teachers through school-based teams, good assessment practices and good planning at the district level. It also clarifies the circumstances in which alternate placements are appropriate for students, and the need for regular review and for returning students to their neighbourhood school classroom with their age and grade peers as soon as it is feasible.

I believe that the people of British Columbia share a common goal – a truly inclusive education system where all students can learn and grow to their full potential. To reach this goal we must work together.



Honourable Art Charbonneau
Minister of Education

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Introduction to this Manual

Preface

This manual replaces the 1985 publication, *Special Education: A Manual of Policies, Procedures, and Guidelines*. It reflects the many changes which have taken place in legislation, policy and educational practice since that time. It is the direct result of a Special Education Review announced by the Minister of Education in April, 1993, and an extensive consultation process which followed.

In preparing this document for publication, the ministry has received valuable input from the Special Education Advisory Committee, school district representatives, groups of specialist teachers and administrators, and associations throughout British Columbia. The ministry appreciates their significant contributions to the revision of this manual.

Recognizing that research, practice and policy in education will continue to evolve, the manual has been designed for periodic updating. In this regard, manual users can direct any queries or comments to:

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Members of the Special Education Advisory Committee:

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Learning Disabilities Association of British Columbia

Finally, the ministry extends its appreciation to the over 900 individuals and groups who reviewed the December, 1994 draft and provided thoughtful comments and suggestions.

Introduction

The purpose of this manual is to provide a single point of reference regarding legislation, ministry policy, and program standards to assist school boards in developing programs and services that enable students with special needs to meet the goals of education. The manual also contains procedural information to assist in accessing programs and services provided at the provincial level. It is intended primarily for the use of administrators, school-based teams and special education professionals, but may also prove of interest to other professionals within the education, social service, or health care communities, to parents and to members of the public at large.

Using This Manual

Because educational policy and practice continue to evolve in response to new research and other developments, this manual has been designed to accommodate periodic revisions. Additions or amendments that result from changes in legislation or policy or from changes in procedures within the ministry will be issued. Pages are marked with the date of release. Updates will be issued as required. **Readers are urged to check that the manual they are using is up-to-date.**

This manual is divided into eight main sections:

- **Section A: Policy Directions:** describes the policy framework for the delivery of special education services and programs in British Columbia.
- **Section B: Roles and Responsibilities:** outlines the roles and responsibilities of the ministry, school boards, district and school-based personnel, parents and students in the development and implementation of special education services.
- **Section C: Developing an Individual Education Program:** describes the process of identifying students who have special needs, planning and implementing individual programs for them, and evaluating and reporting on their progress.
- **Section D: Special Considerations: Services:** describes the generic services which should be available in school districts to support service delivery.
- **Section E: Special Considerations for Individual Planning:** defines the various kinds of students who have special needs and the essential elements that should be included in programs for them and the criteria that must be met for supplemental funding.
- **Section F: Provincial Resource Programs:** describes what these programs are and lists those currently designated across the province.
- **Section G: For Easy Reference:** provides a quick reference for information related to considerations which arise in providing programs and services.

- **Section H: Appendices:** includes more detailed information on current funding of special education services and programs, detailed information on how to access provincial services, classification systems for educational and psychological tests, government materials and publications to support the educational system in the inclusion of students with special needs, and a resource guide for planning accessible facilities.

In order to make the manual easier to use and to update, the various parts have been paginated separately, using a pagination system that identifies section and page number. To improve ease of access to information, cross-references have been included where appropriate.

Glossary

In order to have a useful discussion on complex and challenging issues, all those involved in the discussion must agree on a common interpretation of words essential to discourse.

To ensure common ground, the definitions of critical terms used in this manual are being placed at the front of the document.

1. An **adapted program** retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. These adaptations can include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time). Students on adapted programs are assessed using the standards for the course/program and can receive credit toward a Dogwood certificate for their work (see definition for **modified program** below).

2. **Assessment** is a systematic process of gathering information from many people in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and results in the identification and implementation of selected educational strategies.

3. **Collaborative consultation** is a process in which people work together to solve a common problem or address a common concern. A successful collaborative process is characterized by the following features: it is voluntary; there is mutual trust and open communication among the people involved; identification/clarification of the problem to be addressed is a shared task; the goal is shared by all participants; each participant's contribution is valued equally; all participants' skills are employed in identifying and selecting problem-solving strategies; and there is shared responsibility for implementation and evaluation of the program or strategy initiated.

4. A **guardian** of a person (in the wording of the *School Act)* "...when used in reference to a student or child, means guardian of the person of the student or child within the meaning of the *Family Relations Act*".

5. **Inclusion** is the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

6. An **Individual Education Plan (IEP)** is a written plan developed for a student with special needs which describes the educational program modifications and/or adaptations for the student, and the services that are to be provided.

7. **Integration** is one of the major strategies used to achieve an inclusive philosophy. Integration sees students with special needs included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations and adaptations, determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms, or assigned to an alternate placement.

8. **Mainstreaming** is a term which was in use during the early years of the movement toward integration of students with special needs, but which has been replaced by the term "integration" (see definition for **integration** above).

9. A **modified program** has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program could be focusing on functional computational skills in the context of handling money and personal budgeting. Or, in language arts, a Grade 5 student could be working on recognizing common signs and using the phone. In these examples the learning outcomes are substantially different from those of the curriculum for most other students. A student's program may include some courses that are modified and others that are adapted (see definition for **adapted program** above).

10. A **neighbourhood school** is the school that students would normally attend if they did not have special needs.

11. **Parent** (in the wording of the *School Act*) "...means, in respect of a student or of a child registered under section 13, a) the guardian of the person of the student or child; b) the person legally entitled to custody of the student or child; or c) the person who usually has the care and control of the student or child".

12. A **school-based team** is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to co-ordinate support resources for students with special needs within the school.

13. **Special educational needs** are those characteristics which make it necessary to provide a student undertaking an educational program with resources different from those which are needed by most students. Special educational needs are identified during assessment of a student; they are the basis for determining an appropriate educational program (including necessary resources) for that student.

14. **Transition** is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.

15. **Transition planning** is the preparation, implementation and evaluation required to enable students to make major transitions during their lives – from home or pre-school to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations.

DIVIDER #2

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Policy Directions

Meeting the Educational Needs of All Children

British Columbians want an education system which reflects their belief that all students are unique, all students are to be valued, and all students can learn. Based on this belief, and the growing recognition that we cannot afford, either socially or economically, to leave untapped the potential of anyone, British Columbia has been moving toward an inclusive education system in which students with special needs are fully participating members of a community of learners.

It is this vision of what British Columbians want for our schools that is reflected in the policy for special education. This policy framework, and the guidelines which support it, provide some practical planning and delivery tools to assist in making this vision a reality.

Students with special needs have disabilities of an intellectual, physical, sensory, emotional or behavioural nature, or have a learning disability or have exceptional gifts or talents.

This diversity poses both challenges and opportunities for students, parents and teachers. It demands that we examine what we do and how we do it, in a way that is in the best interests of all students in our schools. For this reason, this document establishes an overall framework for the provision of special education programs and services in the province. It combines aspects of changes to the government's public education policy introduced in September, 1994, with the work of a Special Education Advisory Committee established in 1993 to provide advice to the Ministry of Education during a review of special education programs.

Goals for Education

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. These goals apply to **all** students, including students with special needs.

To help realize these goals for students with special needs, the education system in British Columbia is working toward removing barriers and providing appropriate services and programs to ensure that the school system is:

- equitable;
- of high quality;
- relevant;
- accessible; and
- accountable.

Creating an Equitable Education System

The *School Act* requires that school boards make available educational programs to all school age persons resident in the district. This entitlement stands as an important inclusionary statement for all students. In addition, a Ministerial Order requires the integration of students with special needs with students who do not have special needs in most instances.

Inclusion and Integration

The principle of inclusion adopted in British Columbia schools supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

Integration is one way to achieve inclusion. Integration encourages students with special needs to participate and interact fully with other students in neighbourhood schools and to develop friendships. Integration involves placing students with special needs in classrooms with their age and grade peers, then providing them with the necessary support, accommodations and adaptations—determined on an individual basis—to enable them to be successful.

However, this does not mean that students with special needs must spend 100 per cent of every day in neighbourhood school class placements with their age and grade peers. The goal is to meet their educational needs and the educational needs of all students. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade

peers does not preclude the appropriate use of resource rooms, self-contained classes, community-based training or other specialized settings.

Alternatives to the Integrated Classroom

Students with special needs should only be placed in settings other than a neighbourhood school classroom with age and grade peers when the school board has made all reasonable efforts to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others. Evidence could include frequent and significant disruption of the learning environment despite appropriate classroom interventions, or the probability of physical harm to the student or others.

If alternatives to neighbourhood school classes with their age and grade peers are necessary for the above reasons for some students with special needs, then placement in alternate settings should be done as part of a plan that is regularly reviewed and updated in consultation with parents and school-based teams (if applicable) with a view to returning these students to neighbourhood school classrooms as soon as it is feasible.

Planning Appropriate Educational Programs

Integrated Planning

Some students with special needs may require programs and services not usually provided to other students. Schools and school districts should organize themselves to provide educational programs and services to students with special needs. This includes planning with other ministries and community agencies where necessary. Many of the services required to support students with special needs are available through community-based agencies or other ministries through inter-ministerial protocol agreements, which are described in the *Inter-Ministerial Protocols for the Provision of Support Services to Schools.*

When school district size or location make it impossible to provide the range of services needed, schools boards should plan collaboratively with other districts.

At the school level, teachers whose classrooms include students with special needs should have timely access to support. All schools should have formal problem-solving units, such as school-based teams, to plan and co-ordinate available support services for these students and to assist teachers in developing effective strategies.

School-based teams are composed of a small group of regular members. They may appoint members to oversee planning activities for individual students.

Identification and Assessment

Early identification is an essential first step in successful program planning for students with special needs. Ideally, identification begins before children enter school, when parents and health or other community personnel identify the students' special needs and begin planning to meet those needs. In such instances, schools should make use of available information by incorporating it into educational planning activities.

Students whose special needs are less readily evident are often not identified until they enter the school system. Thorough assessment of students' strengths and needs is essential for developing Individual Education Plans (IEPs). Assessment practices should be designed to ensure timely identification by personnel trained in the assessment of specific special needs, recognizing that this may require more careful planning in remote, rural areas.

Planning educational programs for students with special needs should begin in neighbourhood school classrooms, where classroom teachers, in consultation with parents, assess children by comparing their performance

with expected learning outcomes for their age or grade. In many cases, students will have their special needs met by classroom teachers with no additional assistance.

However, when classroom teachers – in consultation, whenever possible, with parents and the school-based team or the school administration – believe that students require more intensive individual assessment of how they learn and the best ways to teach them, such assessment takes place at the school level using expertise within the school-based team.

More specialized assessment is required for a few learners whose special needs are more complex. At this level, specialized personnel appropriately trained to carry out more complex assessments (for example, school psychologists) should be available to support schools in the assessment and planning process.

Where assessments indicate that students need additional assistance, such assistance will be planned based on both the careful assessment of those needs and the availability of resources. While it is sometimes difficult to obtain access to specialized assessment, the Ministry of Education can assist districts in identifying resources.

Individual Education Plans

School personnel, after collaboration with parents and outside agencies, are responsible for establishing goals for children that take into account the children's special needs and strengths. The results of planning are documented in Individual Education Plans. Students identified as having special needs must have IEPs unless:

- the student with special needs requires minor adaptations to educational materials, or instructional or assessment methods;
- the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and
- the student with special needs is receiving, in a school year, 15 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

The IEPs should be implemented, reviewed and updated at least annually.

IEPs:

- Are written records of planning conducted by students, parents/guardians, school personnel and other service providers.
- Provide coherent, short-term and long-range plans for student learning and service needs.
- Provide administrators with evidence of individualized planning.

- Are useful tools in planning the transition of students with special needs from one setting to another.
- Help in determining how well students are meeting their goals, and form the basis of reporting students' progress.

Though planning occurs collaboratively, principals should ensure that all students with special needs are assigned case managers to co-ordinate the development, documentation and implementation of their IEPs.

Teachers and parents should be partners in their development for IEPs to be effective. Parents must be given the opportunity to participate in the planning process. To the extent that they are able, students should also participate. All of the participants who develop the plans should have access to them, within the provisions of the *School Act* and the *Freedom of Information and Protection of Privacy Act.*

IEPs must outline:

- the present levels of educational performance of the student;
- the learning outcomes set for that student for that school year where the learning outcomes are different from the learning outcomes set out in the applicable educational program guide;
- all the required adaptations to educational materials, and instructional and assessment methods;
- all the support services to be provided;
- a description of the place where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year; and
- the period of time and process for review of the IEP.

Education is a Shared Responsibility

Students

Students are entitled to consult with their teacher or administrative officer concerning their educational program. For students with special needs, this may involve participating in the development of their IEPs. In addition, students are expected to participate in an educational program provided by the school board. To the extent to which they are able, it is expected that students with special needs will participate fully in these programs.

Parents

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. They help to identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.

Teachers must maintain the ability to manage their classrooms while respecting the advice and role of parents. If disagreements occur, they may be resolved through a review of the IEPs to determine how classroom activities can best relate to the goals established in the IEPs. As is currently practised, every attempt should be made to resolve differences at the school or district level. Additionally, under section 11(2) of the *School Act*, all districts are required to have appeal processes.

Teachers and Other Service Providers

Neighbourhood school classroom teachers and teacher assistants should be the first line of support for students with special needs. Under the *School Act*, teachers are responsible for designing, supervising and assessing education programs and providing instruction to individual students and groups of students. As well as working with other service providers, teachers provide a vital service by being one of the first steps in identifying students with special needs and referring students for further assessment, planning to meet those needs in conjunction with parents and others, implementing students' IEPs, and reporting on the effectiveness of special education programs as well as student progress.

Principals

As the administrative officer responsible for the overall operation of the school, the principal plays a number of important functions in the education of students with special needs. These include being available to consult with

students or their parents/guardians concerning the students' educational programs; ensuring that individualized programming occurs for students with special needs, and that the programs are implemented; overseeing the placement of students; and, ensuring that parents/guardians are regularly provided with reports concerning their children's school progress.

Principals may also help plan for the assessment of students' needs, and arrange for appropriate inservice training in special education to provide opportunities for school staff to acquire valuable knowledge and skills. In doing this, and also by participating in reviews of special education programs at their schools, principals help to meet the needs of students with special needs and ensure the provision of appropriate special education services.

School Districts

School boards are responsible for ensuring that, within available resources, special education programs and services are delivered to students who in the opinion of the board require them. Such programs and services are an integral part of the total school system. In some cases, collaborative planning between or among school districts may be necessary to ensure that necessary services are available.

The Ministry of Education

The Ministry of Education provides funding for special education programs and services, and works with school boards to achieve the goal of an education system that provides students with opportunities for a quality education in a cost-effective manner. To ensure opportunities for students with special needs, the curriculum, learning resources, and assessment practices developed by the ministry should be appropriately adapted. All ministry policies must ensure equitable access, appropriately high standards, and accountability for the programs and services provided to students with special needs.

Within the ministry, the Special Education Branch:

- sets standards;
- assists in developing and implementing policies;
- develops guidelines and procedures;
- monitors trends in research and practice;
- reviews and evaluates programs and services;
- manages an array of provincial services for students with special needs;
- supports professional development; and
- participates in long-term planning and priority-setting for special education in British Columbia.

Other Ministries and Agencies

Many services for students with special needs are provided by community-based agencies or other ministries. A spectrum of support services – including child care workers, school nurses and other specialists – is available through arrangements with the Ministries of Health, Social Services and other ministries.

Access to an Appropriate Education

Accessibility

All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their education.

The B.C. education system encourages students to get the most from their school experiences by providing the opportunities and support they need to learn. New education facilities and transportation systems should be free of physical barriers which may hinder some students. This includes new schools designed for better access and, wherever possible, the elimination of barriers in existing facilities. Existing buildings are made more accessible through an on-going program of capital improvements funded by the ministry.

A Continuum of Services

Services should be organized along a continuum which reflects the diversity of special needs and the prevalence levels of various special needs in the school population. To the maximum extent possible, students with special needs are integrated into classrooms with other students and will have their needs met by classroom teachers who adapt instruction and evaluation methods as necessary. This may involve support from school-based resource teachers, itinerant teachers, or other specialists such as orientation and mobility instructors. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

A small number of students requires specialized services that are only available from community or regional agencies or at the provincial level. When required services are so specialized that they cannot be replicated in every school, they should be available at the district level, or else school districts should arrange to obtain them from community or other sources.

It is the policy of the ministry to provide provincial programs to support school districts where needs are highly specialized. These include Provincial Resource Programs, as designated under the *School Act*, (such as education programs for children in hospitals, treatment centres, and containment and attendance centres), the Special Education Technology-British Columbia (SET-BC) Program, the Provincial Centre for the Visually Impaired, and other provincial programs designated by the minister.

In addition, the ministry provides:

- an Integration Support Line (1-800-876-8542 province-wide; in Vancouver call (604) 871-1864) providing information and advice for teachers and administrators;

- a link to the Special Education Branch and other schools and districts through the Community Learning Network and Internet; and
- resource documents and videos that provide specific descriptions of best practice in Special Education service delivery.

Training and Professional Standards

To provide an appropriate educational program for and work effectively with students with special needs, teachers, teacher assistants and administrators need an understanding of special education. The Ministry of Education is working with universities and colleges to ensure that appropriate training and experiences are available.

In order to provide adequate educational support for students with special needs, school districts should provide inservice training to ensure that all staff can develop the skills and understanding needed to work in an inclusive environment. School districts should have a systematic training plan for all staff to ensure that staff remain current in their knowledge and understanding of special education. The Ministry of Education will continue to support school districts with inservice training through the provision of funds specifically for staff development. Teachers and other professionals should also upgrade their own knowledge.

The ministry will continue working with professional organizations to set standards for specialists working in the educational system such as speech language pathologists, physiotherapists, occupational therapists, sign language interpreters, and orientation and mobility instructors. School districts having difficulty in accessing the services of specialists should contact the Ministry of Education, Special Education Branch, for information and assistance.

Quality Programs and Resources

K-12 Education and Special Education

The Kindergarten to Grade 12 education policy describes, among other things, both the educational programs and expectations for student performance. To succeed in the K-12 program, some students may require adaptations in methodology, materials or assessment techniques, or modifications or enhancements of programs, or compensatory skill development. With appropriate support, most students with special needs will be successful in the K-12 program.

Although the government's new Kindergarten to Grade 12 educational program affects all students, some aspects are of particular importance to students with special needs. These include:

- new standards for reporting student achievement;

- new reporting requirements for students who accomplish the goals established in their IEPs in those instances when curriculum outcomes are modified; and
- an equivalency policy that enables students to receive credit for learning acquired outside of the classroom.

K-12 program policies include dual credit, course challenge and equivalency. These options may be particularly appropriate for students with exceptional gifts or talents. Students can utilize these policies to demonstrate previously acquired learning, receive credit for learning acquired outside of the classroom, and receive school credit for post-secondary classes in specialized fields of study. In addition, exceptionally gifted students may be provided with options such as independent guided study, mentorships, or expanding and/or accelerating some or all of their educational programs.

Curricula

Provincial curricula are written keeping all students in mind, with the understanding that there will be varied levels of pace and achievement. IEPs define what goals and standards students are expected to achieve, and what supports, adaptations, or modifications are required to enable them to meet those goals. Students with special educational needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

Standards

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Whether students with special needs are expected to meet grade or course standards described in provincial curricula and reference sets – perhaps with appropriate adaptations to classroom materials or evaluation methods – or require individually-set outcomes and standards as part of the IEP planning process, the goals and standards for the students should be at high but attainable levels. For gifted students, goals established in IEPs will often exceed the grade or age level.

Learning Resources

The ministry selects a range of learning resources with all students in mind. Teachers then select appropriate resources to meet the needs of their particular students. As well, Braille and taped-book format versions of selected resources are available. IEPs identify those resources which best support the learning needs of children. In addition, technological supports that are required to fulfil IEP goals – such as Braillers, adapted keyboards, and special hearing devices – are available from the Auditory Training Equipment program, the Provincial Centre for the Visually Impaired, and the Special Education Technology-British Columbia (SET-BC) Program.

Funding

The levels of funding currently provided to support special education represent a significant investment in children with special needs. The government has increased accountability by targeting the expenditure of special education funds and will continue to audit school districts to ensure that funding dedicated to special education is spent on special education, and it will continue to expect school districts to be accountable for expenditures in special education. The best way to ensure accountability and quality of service to students, however, is to put into place a comprehensive policy and monitor compliance to it.

The ministry recognizes concerns with the existing method of determining funding for special education and is committed to developing a system which addresses the issue of labelling and encourages access and efficiency.

The Government of British Columbia shows on-going support for an inclusive education system through resources to support students with special needs. This includes funding to provide services to students with special needs, including:

- funding for students with severe behavioural difficulties;
- specialists such as speech-language pathologists, school psychologists, and itinerant specialists;
- school-based learning assistance that supports regular classroom instruction;
- resource rooms;
- special outside-of-school options including hospital and home-based services;
- teacher assistant support; and
- a wide range of provincial programs and services.

Greater Accountability

The education system is truly accountable when parents know how well their children are doing in school, and when the public knows how well the education system is doing. Accountability includes monitoring, auditing and program review. Although collecting information about services provided to students with special needs is essential for continuous improvement to practice, this may raise concerns about labelling of students. It is important to ensure that data collection systems are designed and implemented to influence best practice and to minimize any detrimental effects of labelling individuals.

The ministry is expanding its ability to review and improve services to students. In addition to auditing special education program enrolments to ensure that students with special needs receive appropriate special education services, each school is periodically reviewed through the accreditation process. The ministry is committed to strengthening this process to ensure effective delivery of special education services, to undertake district-level special education program reviews, and to expand the information it collects to monitor and improve special education programs.

Student Progress Reports

Like all parents, the parents of students with special needs have a right to regular information about their children's progress. For students with special needs who are expected to achieve or surpass the learning standards set out in the provincial curriculum, regular letter-grading and reporting procedures will be followed, although adapted assessment methods may be necessary.

Ministerial Order 191/94, Student Progress Report Order, sets out the requirements for student progress reports. Where it is determined that students with special needs are not capable of achieving the learning outcomes set out in the provincial curriculum and course or program modification is necessary, specific individual goals and objectives will be established for the students in their IEPs. The use of letter grades and percentages for reporting the progress of these students is not appropriate. Structured written comments will be used to report the level of the students' success in achieving their modified goals and objectives. In these circumstances, when students meet the learning outcomes as reflected in their IEPs, the efforts of these students should be recognized.

Where specialist support personnel other than classroom teachers are responsible for providing some portion of students' educational programs (for example, speech-language pathologists, orientation and mobility instructors), those persons should provide written reports on the students' progress for inclusion with the reports of the classroom teachers.

Appeals

Currently, students or their parents/guardians may appeal, under section 11 of the *School Act*, to the school board decisions made by school board employees that significantly affect the education, health or safety of the students.

All school boards are required to establish appeal procedures. The ministry expects that the appeal procedures will be based on principles of administrative fairness, which include the right of students and parents/guardians:

- to be heard by the school board;
- to be consulted in decisions affecting them; and
- to an impartial school board decision based on relevant information.

Since 1992, the Ombudsman has been able to investigate complaints concerning public schools and school boards.

DIVIDER #3

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Roles and Responsibilities

Ministry of Education: Special Education Branch

The Special Education Branch falls within the Student Services Department of the Ministry of Education. The purpose of the Special Education Branch is to enable the equitable participation of students with special needs in the educational system in British Columbia.

To achieve this purpose, the Branch has the following responsibilities:

- Set standards and develop the necessary policies, procedures and guidelines to implement provincial legislation and the financial administration related to funding of special education programs and services.
- Review and monitor special education programs and services for accountability to established standards, guidelines and levels of resource allocation.
- Co-ordinate efforts with other branches of the ministry to facilitate a consistent approach to the accommodation of students with special needs in the education system.
- Work with other ministries and provincial agencies to facilitate the improved delivery of non-educational support services to students, and in particular those covered by protocol agreements.
- Establish and maintain appropriate program evaluation procedures in special education.
- Foster the professional development of teachers, administrators, and support staff related to meeting the educational needs of exceptional children.
- Identify best practices in special education and provide advice, consultation and support to the field regarding these.

- Monitor program and technical trends and changes in special education in British Columbia and elsewhere, and provide leadership in the improvement of standards of practice.
- Monitor student enrolment trends in special education in British Columbia.
- Manage the development of and fiscal requirements for provincial resource programs and special education technology sites.
- Provide leadership in program development and resource selection activities to ensure that effective programs for children with special educational needs are designed and provided in a timely and cost-effective manner.
- Participate in long-term planning and priority setting for special education in British Columbia.

School Districts

School boards are responsible for ensuring that special education services and programs are delivered to any of their students who require them. Such programs and services are an integral part of the total school system, and should be organized to ensure that services generally available to all students and their parents are also available to children with special needs, and that access will be as seamless as possible.

Program Development and Delivery

Development and delivery of special education programs and services at the local level should involve meaningful consultation with the parents or guardians of special needs students, since they know their children and can contribute in substantial ways to the design of appropriate programs and services for them.

Services in districts should be organized along a continuum which reflects the diversity of students' special needs and the prevalence of various special needs in the school population.

It is important to note that, although the text of these guidelines is organized with a focus on each area of special need, this is not meant to imply that services and programs should be organized or delivered along categorical lines. The important factor is to match the identified special needs of the student with service provisions to address them.

Staff Development

An ongoing staff development plan is essential for all staff so they can more successfully meet the special needs of students. The ministry currently provides targeted grants to school districts for staff development.

Districts should ensure that all personnel who work with students who have special needs have access to relevant inservice training opportunities in order to foster professionalism and currency. For specialized personnel, there is a need to focus on opportunities within their area of specialty and the specific roles they play in the service delivery system.

Information

School boards are responsible for informing their employees and communities about special education services and programs available and about procedures for gaining access to them.

Local policies and procedures for special education should be congruent with practices in regular education programs, with special accommodation as necessary for addressing special needs.

Local Policies and Procedures

Local policies and procedures should include:

- a description of services and special program options available in the district;
- procedures used to identify, assess and plan for students with special needs;
- procedures used to effect special placements should they be needed;
- reporting and record-keeping procedures used to track Individual Education Plans;
- procedures used to include parents and other service providers in identification, assessment and planning;
- procedures to be followed in evaluating and reporting on the progress of special needs students;
- procedures for evaluating special education services and programs;
- internal appeal procedures available to parents or guardians (see Section G11: Appeals/Resolution of Conflicts);
- specialist staff assignments and job descriptions that include any necessary specialist qualifications (see Sections D and E: personnel descriptions); and
- procedures to be followed in evaluating personnel in specialist assignments.

Organizational Considerations

Clearly defined responsibility

Responsibility for delivering educational programs and related services for students with special learning needs should be clearly identified in the organization of the school district. An issue that school boards need to consider is that line and staff relationships within the organization be clearly differentiated to ensure accountability and to enhance co-ordination in the delivery of the educational program.

Where professional personnel are assigned to positions other than classroom instruction, appropriate job descriptions should define their area of responsibility. Where specialized services are contracted, legislation requires that those services be under the general supervision of an employee of the board who is a member of the College of Teachers. Boards are responsible for evaluating services provided as a result of an agreement under section 103(2)(h) of the *School Act*.

School boards should ensure that their staff recruitment, selection, and assignment procedures encourage the availability of personnel with the range of training and skills necessary to provide educational programs for a broad

range of exceptional students. Responsibility for the evaluation of staff assigned to work with students with special needs in specialized assignments should be clearly spelled out.

Levels of support

To the maximum extent possible, special education services should be organized for delivery at the school level. However, a support system should be available at the district level to ensure that schools have access to expertise and services which are so specialized as to preclude their replication in each school. School districts should ensure that when the resources available at the school level have been exhausted, a mechanism is in place to provide additional assistance to the school using district-level or community-based resources.

When school district size precludes the provision of the broad range of needed specialized services, school boards should consider collaborative planning with nearby districts.

Administrative Considerations - District

The roles of the various district and school-based administrators are described in sections 20, 22 and 23 of the *School Act* and in the attendant School Regulation sections (sections 5, 6 and 7).

The responsibility for administering special education programs and services should be clearly defined in the senior administrative structure of the school district, so that accountability for service effectiveness can be maintained. Typically, functions assigned to administrators responsible for special education at the district level include:

- establishing and maintaining effective ways of identifying and assessing students with special needs that are consistent among all schools in the district;
- determining, planning, and organizing the kinds of services and programs which are required in the district for meeting these needs;
- obtaining and co-ordinating the fiscal and human resources needed to deliver a full range of programs and services reflecting the special needs of identified students and facilitating equitable allocation of these among the schools in the district;
- providing technical advice and assistance to help school-based administrative officers and teachers in meeting their obligations to students with a full range of special needs;
- participating in local inter-ministerial committees designed to provide co-ordinated services for children and youth;
- providing advice and assistance in the development of district policies and procedures related to students with special needs;

- maintaining information systems necessary for planning and reporting data on students with special needs who are registered in the school district;
- planning and co-ordinating staff development programs for personnel working with students who have special needs;
- involving community representatives of groups concerned with students who have exceptional learning needs in program planning and evaluation;
- monitoring program quality for students with special needs across the district;
- establishing liaison with preschool and post-secondary services in the community which provide programs for students with special needs; and
- participating in community-level planning with other agencies and ministries in setting service priorities.

Schools

Administrative Considerations - School-Based

The powers and duties of the principal of a school are set out in regulations under the *School Act*. These include the implementation of educational programs and the placing and programming of students in the school.

To accommodate students with special needs, schools should be organized in ways which allow flexibility in their response. School-based administrators should ensure that teachers receive the information they need to work with students with special needs who are assigned to them, and that the school is organized to provide some first-line resource support on-site.

School-based administrators should ensure that a school-based team is operational in the school, and facilitate the collaborative efforts of the team members in meeting the special needs of students.

Teachers

Sections 17(1) and (2) of the *School Act* and the attendant School Regulation section (section 4) spell out the duties of teachers within the school system.

The teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with the parents and with the student.

Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a co-ordinated approach.

In secondary schools, where several teachers may be involved in the student's program, co-ordinated planning is especially important.

Teacher Assistants

Section 18 of the *School Act* specifies that:

> (1) A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and the regulations.
>
> (2) Persons employed under subsection (1) shall work under the general supervision of a teacher or administrative officer.

Teachers are expected to design programs for students with special needs. Teacher assistants play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Under the supervision of a teacher they may play a key role in implementing the program.

While teacher assistants may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.

In cases where teacher assistants are required to perform health-related procedures, the inter-ministerial protocol for the provision of support services requires that they be given child-specific training by a qualified health professional (see Province of British Columbia, *Inter-Ministerial Protocols for the Provision of Support Services to Schools*, Victoria: October 1989).

Parents

(Please refer to the glossary for definition of parent)

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel.

Parents are entitled under the *School Act* (section 7 (1) and (2)) to be informed of a student's attendance, behaviour and progress in school, and to receive, on request, annual reports respecting general effectiveness of educational programs in the school district. They are entitled to examine all records kept by the board pertaining to their child, in accordance with the provisions of section 9 of the *School Act*.

Ministerial Order 150/89, the Special Needs Students Order, requires that parents be consulted regarding the placement of their student with special needs.

Parents of students with special needs know a great deal about their children that can be helpful to school personnel in planning educational programs for them. Districts are therefore advised to involve parents in the planning, development and implementation of educational programs for their children. This collaboration should be sought in a timely and supportive way, and the input of parents respected and acknowledged.

Parents also have a responsibility to support the education of their children. They must enrol their school-age child in an educational program in a school district or independent school or register the child prior to September 30 in a home schooling or regional correspondence program (*School Act*, sections 3 (1) and 13 (1)). At the request of the teacher or administrative officer, a parent must consult with respect to the student's educational program (*School Act*, section 7(2)).

School staff need to be aware of any special factors which may place a special needs child or other children at risk. Districts are advised to structure their registration procedures to ensure that parents are given an opportunity to inform staff of any such special factors on a need-to-know basis, without violating the privacy of the individual or the family.

For children in care, boards should ensure that the guardian is receiving relevant information from the school.

Students

All students should be afforded opportunities to learn in environments that are safe and welcoming. Students with special needs should have their needs identified in a timely way, have these needs assessed in a comprehensive manner, and receive an appropriate response to those strengths and needs in the delivery of educational programs for them. Many students with special needs can contribute to the process of assessment and planning for their own educational programs, and provide an evaluation of the services available to them.

Students have the responsibility to comply with the school rules authorized by the principal, and with the code of conduct or any other rules and policies established by the school board (*School Act*, section 6).

DIVIDER #4

45

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Developing an Individual Education Plan

An Overview of the Process

For purposes of discussion, the planning process is divided into five phases:

- identification/assessment;
- planning;
- program support/implementation;
- evaluation; and
- reporting.

Together, they constitute a process which is continuous and flexible, rather than a series of five separate and discontinuous phases.

Wherever possible the process should be incorporated into the regular routines of planning, evaluation and reporting that occur for all students.

There should be a progressive flow from one phase to another, so that, according to need, supports can be obtained in a timely way from within the school, the district, the community and/or from regional or provincial services. The process works best when:

- there is collaboration and ongoing consultation among teachers, administrative and support personnel, parents, students and representatives of district/community agencies.
- parents/guardians and students have the opportunity to be active participants in the process, to initiate discussions regarding the learning needs or request school-based access to support. They should feel welcome and encouraged to contribute throughout the process, and are

important partners in the development of the Individual Education Plan (IEP). As a rule, students should be included in all phases of the process unless they are unable or unwilling to participate.

- staff have the support of inservice and other resources available to them. For example, a teacher should have access to specialist support, help with informal assessment procedures or suggestions for pre-referral intervention strategies.
- individual schools establish procedures to support collaborative consultation and planning. Staff should be identified within each school to be available for consultation and to be part of a school-based team. This team should be established with clear procedures to provide support, consultation, planning, case management, and, when appropriate, to facilitate inter-ministerial or community approaches.

  Procedures should be in place to:

  - ✓ ensure information is promptly shared;
  - ✓ plan for and facilitate transitions;
  - ✓ ensure consistency in reporting and documenting plans;
  - ✓ promote communication and collaborative decision-making between the school and home;
  - ✓ communicate planning decisions to parents, students and appropriate staff; and
  - ✓ resolve differences effectively.
- school districts support the process. This support is reflected in:

  - ✓ recognition of the time and space required for planning/consultation;
  - ✓ procedures which ensure prompt transfer and sharing of information while protecting privacy;
  - ✓ establishment of qualification standards for personnel; and
  - ✓ continuing inservice opportunities to support staff development to promote effective consultative models, school-based teams and inter-ministerial collaboration.

Identification/Assessment

Early identification is an essential element of successful program planning for students with special needs. Students may be identified before they enter the school system. In such cases, existing assessment and programming information should be requested without undue delay to permit planning.

In cases where students with special needs have been identified prior to enrolment, or when students have obvious and severe special needs which have not been previously identified, the school-based team should respond promptly to a teacher's request for a determination of the need for assessment, planning and intervention.

Pre-referral Activities

For most students, the identification/assessment phase begins in the classroom, as the teacher observes exceptionalities in learning and behaviour. The teacher responds by entering the first phase of the process, initiating in-depth, systematic classroom observation and evaluation. Further, while beginning a comprehensive assessment of learning needs, the teacher should also introduce variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the student.

The teacher should consult with the parent and, when appropriate, the student regarding concerns and progress. The teacher should refer the student to the school nurse for vision and hearing screening, and discuss with the parent the appropriateness of a referral to a physician for a comprehensive medical examination to exclude the possibility of a medical basis for the concerns.

If these efforts prove insufficient to meet the student's educational needs the teacher should embark on a process of consultation and collaboration with the school-based resource personnel. This may take the form of classroom observation, additional assessment, the consideration of additional classroom intervention strategies, and implementation of those strategies.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. However, if this is not the case, the teacher can approach the school-based team for further assistance.

Referral to the School-Based Team

The school-based team can provide

- extended consultation on possible classroom strategies;
- planning for and co-ordination of services for the student;
- access to additional school, district, community or regional services; and
- planning for and co-ordination of services in the school.

What is a school-based team?

A school-based team is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to co-ordinate support resources for students with special needs within the school.

Who is on the team?

The school-based team includes a small group of regular members, usually including an administrative officer, a learning assistance or resource teacher, a classroom teacher and a counsellor On a case-by-case basis as needed to plan for individual students, the team should also include the student's referring teacher, and involve the parent, the student, and, as appropriate, district resource staff, and representatives from community services or from other ministries. It may involve parents or students as appropriate, or add to its membership on a student-specific basis.

What does the team do?

Upon the request of the referring teacher or parent, it provides support through extended consultation on possible classroom strategies, and may become a central focus for case management, referrals and resource decisions. It should appoint a case manager, identify the need for additional services and/or initiate referrals to access other school, district, community or regional services. The school-based team can also initiate or facilitate inter-ministerial planning and service delivery.

Referral for Extended Assessment

When extended assessments (e.g., psychoeducational, speech and language, orientation and mobility) are requested, the goal is to better understand the student's strengths and needs in order to plan more effectively for that student.

School districts are advised to ensure that:

- informed, written consent for the assessment is received from the parent and, as appropriate, the student;
- specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results (The use of interpreters may be necessary to facilitate the assessment and planning process. See Section C19: Planning Considerations for Students with Different Cultural or Linguistic Backgrounds.);
- information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan;
- specialists communicate and interpret assessment findings to the parents, the student and staff; and
- the written report of the assessment is made available to the parents, the staff and, when appropriate, the student, in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act.*

Planning

At its core the planning process is the same for all students: it is a collaborative process in which the student, the parents and educators identify educational goals that are appropriate to the student, and the ways of attaining them. For students with special needs it is important that the planning process begin at school entry or as soon as their special needs become known. This process results in an Individual Education Plan (IEP) which identifies appropriate goals and objectives, and describes the nature of the commitments which the educational system makes to assist the student in attaining these goals and objectives.

Over the length of their school experience, students with special needs may experience a number of significant transitional steps: from home to kindergarten, from elementary school to secondary school, from program to program, from one school to another, from school to adulthood. Careful and sensitive planning should be undertaken within an IEP that addresses the needs of the student and the family members involved as they pass through each transition. Early introduction to the new environment or staff, assignment of a school "buddy", or early provision of information on timetables and school organization are examples of transition support.

By the late Intermediate years, and no later than Grade 9, all students including those with special needs are expected to have a Student Learning Plan (SLP) which sets out their personal goals and objectives for the future. In some cases, the student will have both an SLP (developed by themselves) and an IEP (developed by a team). The following is a list of similarities and differences between the SLP and the IEP.

SIMILARITIES	DIFFERENCES
• Both the SLP and the IEP are a statement of a student's personal, educational, and career plans. • Both reflect and take into account the student's particular aptitudes, strengths, and accomplishments. • Both are developed with reference to the same kinds of focus questions (e.g., What are the goals/aspirations? What steps need to be taken to realize those goals/ aspirations?). • Both are to be reviewed and updated regularly.	• The SLP is developed by the student. The IEP is developed by the school and the school district, with parent and student participation as appropriate, to provide a program to meet the student's special needs. For this reason, the IEP contains information not found in the SLP (e.g., instructional adaptations, adaptations to evaluation procedures, specialist support to be provided).

It is important that students with special needs take an active role in the design of their IEPs to the maximum extent that their developmental level and

ability permit. Factors affecting student participation in the development of an IEP or SLP include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences.

For students with special needs moving into adulthood, transition planning is a key element of their Individual Education Plan. This transition planning should include a statement of transition services and, where appropriate, should identify inter-agency responsibilities or linkages that should occur before the student leaves the school setting. The school is in a key position to provide a variety of co-ordinated activities that lead to employment and/or further education for students with special needs. The commitment should be to early, collaborative and well planned transitions from school to further training, supported work, or other environments. The success of an individual student in accessing post-secondary options and necessary supports for the future depends in part on consistent information flow and advanced planning, as well as establishing firm linkages with other available agencies and community partners (see Section G41: Transition Planning).

The Individual Education Plan (IEP)

What is an IEP?

An IEP is a written plan, developed for a student, which describes the program modifications and/or adaptations for the student and the services that are to be provided. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.

It is a concise and usable document which summarizes the plan for the student's educational program.

Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, can be brief or more detailed and lengthy.

What is an IEP for?

The IEP serves a number of purposes:

- It formalizes planning decisions and processes, linking assessment with programming.
- It provides teachers, parents, and students with a record of the educational program for an individual student with special needs, and serves as the basis for reporting the student's progress.
- It serves as a tool for tracking individual student learning in terms of agreed-upon goals and objectives.

- It documents the relationships between any support services being provided and the student's educational program.
- It provides administrators with evidence of individualized planning.
- It provides parents and students with a mechanism for input into the individualized planning process.

What must an IEP contain?

The IEP document does not describe every aspect of the student's program. It only makes reference to those aspects of the education program that are modified or adapted, and identifies the support services to be provided. The IEP must set out:

- the present levels of educational performance of the student;
- the learning outcomes set for that student for that school year where the learning outcomes are different from the learning outcomes set out in the applicable educational program guide;
- all the required adaptations to educational materials, and instructional and assessment methods;
- all the support services to be provided;
- a description of the place where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year; and
- the period of time and process for review of the IEP.

In addition, the IEP should include, when applicable, plans for the next transition point in the student's education (including transitions beyond school completion) and linkages to the SLP in the intermediate and graduation years.

Where the goals established for the student are different from the expected learning outcomes for the age or grade, these should

- be set at a high but attainable level to encourage parents, students and staff to hold high expectations.
- be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation.

The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the student's needs. For example, the IEP for a student who needs adapted examinations and support with note-taking can be relatively simple. In contrast, a student with multiple disabilities who requires the involvement of a variety of professionals, adaptive technologies and major curricular modifications will require a much more extensive IEP.

Who develops the IEP?

The principal of the school is responsible for the implementation of educational programs (*School Act* Regulation 5(7)(a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager is appointed to co-ordinate development, documentation and implementation of the student's IEP.

Parents must be given the opportunity to participate in the planning process, and should receive a copy of the IEP. To the extent possible, the student should also participate in the process.

As necessary, other school district personnel or staff from community agencies may be involved in the development and have a role to play in its implementation.

Who must have an IEP?

All students with special needs must have an IEP.

An exception can be made if:

- the student with special needs requires minor adaptations to educational materials, or instructional or assessment methods;
- the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and
- the student with special needs is receiving, in a school year, 15 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

The IEP should document instances where services are offered but the parent or the student refuses them.

Planning and Co-ordinating Community Services

Some students will require services and supports provided by agencies in the community. For example, some students may need medical or therapeutic services offered through child development centres or clinics; others may require the support of a mental health worker or a drug rehabilitation counsellor, or the services of a social worker or a probation officer.

It is essential that community services be co-ordinated to avoid duplication, and to ensure consensus regarding goals, consistency in interventions and an integrated approach to service delivery. The school-based team should be responsible for co-operating with these community services, and plays a key role in:

- keeping school staff informed of services available in the community;

- acting as a referral source for these community supports;
- through the case manager, planning the delivery of services with community partners;
- ensuring school-based services are co-ordinated with community services;
- documenting in the IEP the community services provided and those responsible for delivering them;
- assisting in the review and evaluation of service delivery;
- facilitating and planning the transition of students from the school to the community;
- documenting the need for services; and
- facilitating the continuity of co-ordinated supports when students transfer between schools/districts.

Planning and service delivery works best when parents and students are active participants in the process. With older students who live independently, however, parent participation may not be appropriate.

Program Support/Implementation

Program support/implementation is putting into practice the plans, strategies and support agreed upon in the IEP. Additional information on program implementation can be found in Sections D and E of this manual, and in resource documents such as those listed in Section H59, Appendix G: Sample Resource Materials.

Prior to implementing the program/supports:

- plans need to be understood and supported by those involved, including the student. This is particularly critical in secondary schools.
- every effort should be made to ensure resources are in place, including necessary inservice (e.g., recommended teaching strategies).

Program support/implementation works best when:

- it is sensitive to cultural, linguistic and experiential factors;
- it is based on the IEP;
- it incorporates observation, assessment and evaluation to refine and/or validate goals, strategies, etc.;
- it is carried out through collaborative consultation within the school, and/or with other ministries and/or community agencies; and
- the student with special needs is seen as another student and not defined exclusively by those special needs.

Program support/implementation usually includes one or more of the following:

- adaptations to make the learning environment more accessible;
- alternate approaches to instruction and/or evaluation;
- use of adaptive/assistive technologies;
- provision of intensive instructional intervention (e.g., remedial, compensatory);
- modifications to the curriculum content;
- provision of support services, (e.g., speech and language therapy, occupational therapy or physiotherapy, counselling, teacher assistants); and/or
- provision of specialized training (e.g., Braille, orientation and mobility, speech reading and sign language instruction).

Evaluation of Student Learning

Wherever possible, students will be evaluated using standards established for other students and on all components of their program, including those that have been modified and those that have not. It is important that evaluation and reporting procedures accommodate the range of adaptations and modifications, so as to recognize that students with special needs may:

- take part in the regular program with some adaptations (i.e., the student is following the same curriculum but aspects of the program require adaptation);
- take part in the regular program but have some modified components (i.e., in some areas, the expected learning outcomes are substantially different from the prescribed curriculum; for example, math may be totally individualized, with a life-skills orientation); and/or
- participate in a program that is completely modified (e.g., a student with profound intellectual disabilities whose program may focus on independence and self-care skills).

There are many students whose learning outcomes are identical to those of their classmates, but for whom teachers use adapted evaluation procedures (e.g., an oral exam rather than a written one). Use of adapted evaluation procedures should be noted in the student's IEP. For these students, evaluation is based on whether the learning outcomes for the course/program have been met. The methods of evaluation and reporting progress must be consistent with ministry grading and reporting policies for the K-12 program.

Some students may require extensive modifications to their program. Some or all of their learning outcomes will be substantially different from the prescribed curriculum. Evaluation will be based on the degree to which such outcomes are achieved. In this case, evaluation must be referenced to individually established standards.

Parents can assist the school in achieving and evaluating progress toward learning outcomes – particularly with respect to achievement of social goals, acquisition of life skills, and career exploration.

Reporting Student Progress

Reference:

Ministerial Order 191/94, the Student Progress Report Order

Student progress reports for students with special needs should be provided in the same format and on the same schedule as used for all students in the school. When necessary, additional informal reporting may include other procedures such as daily logs.

Where a student with special needs is expected to surpass or achieve the expected learning outcomes set out in the provincial curriculum, regular letter-grading practices and reporting procedures will be followed; however, instructional and assessment methods for some students with special needs may differ, and this will be reflected in their Individual Education Plan (IEP).

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g., speech pathologist, orientation and mobility instructors), those persons should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Official transcripts of courses/marks should identify whether courses have been modified, although adaptations (e.g., oral exam) need not be identified. With written consent, such information should be communicated to post-secondary institutions or community agencies providing adult services in a manner consistent with legislation affecting freedom of information and protection of privacy.

Planning Considerations for Students with Different Cultural or Linguistic Backgrounds

Learning another language and new cultural norms, adjusting to a different social and physical setting, or overcoming homesickness or trauma can affect a student's school adjustment and learning. These factors, when combined with a disability or an impairment, can significantly undermine school achievement. Assessing and planning for students with special needs becomes more complex when language, cultural or migration factors are involved.

Except for cases of obvious disability (e.g., profound intellectual disability, physical or sensory disability), teachers should fully consider cultural, linguistic and/or experiential factors that can affect learning before assuming the presence of a disability or impairment. Consideration should be given to prior educational experience, and the student should be allowed sufficient time for second-language learning and social adjustment. Students may need additional support for language development, and academic upgrading (e.g., math), or assistance with social integration, without necessarily presenting with a disability.

When assessing and planning for students with special needs with different cultural or linguistic backgrounds, teachers should:

- communicate with the parents regarding the student's progress and discuss the factors which may be affecting learning. It is important to obtain a developmental and educational history, and parental perceptions and expectations regarding schooling.
- when language is a barrier, use an interpreter for communicating with the parent or the student to assist with meetings, assessments and planning sessions. The interpreter should be an adult who is familiar with the language and the culture of the parents and student.
- request that the school nurse arrange for testing of the student's vision and hearing, and, if appropriate, a medical examination. Examiners should be alerted to cultural, linguistic or experiential factors (e.g., the student cannot pass the vision screening because he/she doesn't know the alphabet, or is unable to understand oral directions).
- be aware of and sensitive to cultural factors that may influence the relationship between the teacher and parents, the developmental and educational expectations as well as parental beliefs about special needs.

Use of Standardized Assessments

When formal assessments are carried out, it is important that care be taken in the selection and administration of tests to minimize the impact of the test's cultural and linguistic biases. Interpretation of assessment results should fully consider the linguistic, cultural and experiential factors, as well as the tests' referent populations.

An interpreter can be helpful in obtaining an estimate of the student's language competencies in her/his mother tongue, and with some aspects of the assessment (e.g., establishing rapport, explaining purpose and procedures). The translations of instructions for some assessment tasks, particularly non-verbal tasks, may be appropriate. However, it is usually not appropriate to translate verbal test items with the intent of using the test's standardization norms.

Use of educational and psychological tests with students from cultural and linguistic backgrounds different from the group on which the test was normed should reference the most current edition of *Standards for Educational and Psychological Testing* - "Standards for Particular Applications" - a joint publication of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

DIVIDER #5

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Special Considerations: Services

Learning Assistance Services

Purpose

Learning assistance services are school-based, non-categorical resource services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and adjustment.

Description of Services

Learning assistance provides a co-ordinated and integrated set of support services which include school-based consultation, collaborative planning and co-ordination with the school-based team, and instruction. It also includes assessment and evaluation to Level B (see Section H7: Appendix B).

Learning Assistance Teachers typically help to organize, maintain, and integrate services in the school and, as part of a school-based team, provide the major link with support services available at the district level. Students who have severe disabilities usually require access to more specialized programs and services described in Section E of this manual.

Some schools combine learning assistance with other special education services to create a 'Resource Teacher' model. Where this model is used, it means that one resource teacher works with a number of classroom teachers to provide support for all students in their classroom: those who are in the high and low incidence groups; those who have mild learning difficulties; those who may need enrichment; and in some cases, those who are learning English as a second language. There are no territorial lines drawn in service delivery. The ministry considers this appropriate provided the supports available to the students served are consistent with guidelines and appropriate to the needs of the students.

Collaborative Planning and Co-ordination

The learning assistance teacher plays an active role in the identification, assessment, planning, implementation, reporting and evaluation process described in Section C. He/she is a member of the school-based team, provides collaborative consultation, assists with pre-referral interventions and works closely with teachers and the school-based team to plan for, organize and access support services for students with special needs.

Instruction

Instructional services include:

- teaching students to develop learning strategies for use in classroom settings or for independent learning;
- skill development or remediation; and
- development of compensatory skills to minimize the effect of a disabling condition on learning.

Students receiving ongoing instruction in a learning assistance program should have an Individual Education Plan.

The setting in which the direct instruction provided by learning assistance teachers takes place (the classroom, the learning assistance centre, or some combination of both) should be determined in collaboration with the classroom teacher based on student needs and the instructional goals to be achieved.

Consultation

Consultative services include:

- collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students;
- consulting with parents and students regarding learning strategies and organizational skills; and
- consulting with district and community resource personnel.

Assessment

The purpose of assessment and evaluation is to plan and implement an educational program to help the student learn. The assessment support may include:

- criterion-referenced or norm-referenced assessment to Level B (see Section H7: Appendix B) as required to answer specific instructional questions;
- systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours;
- synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process; and
- in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies.

Access to Learning Assistance Services

Each school should establish procedures for teachers, students and parents to access learning assistance services consistent with the overall purpose stated above. Schools should also decide the focus for learning assistance services, considering the nature of the needs and range of other school-based supports.

Personnel

Teachers providing learning assistance services should possess:

- strong interpersonal, communication and collaborative skills;
- expertise in a wide range of teaching and management strategies;
- knowledge of methods for evaluating and selecting instructional materials suitable for students with a variety of special needs;
- ability to carry out a variety of assessments, including classroom observation, administration and interpretation of norm-referenced assessment instruments to Level B (see Section H7: Appendix B), curriculum-based assessment and diagnostic teaching methods; and
- ability to contribute to the development, implementation, and evaluation of an IEP in consultation with classroom teacher(s), parents, students and district and community resource personnel.

Learning assistance teachers should meet, at minimum, the following qualifications:

- A Bachelor of Education degree or equivalent.
- A minimum of two years of successful classroom teaching experience.
- University-level courses in the following areas:
  - ✓ Introductory survey course in teaching students with special needs;
  - ✓ Assessment/testing theory and practice;

- ✓ Strategies for teaching, modifying and adapting the curriculum to meet the diverse individual needs of students; and
- ✓ Collaborative consultation.

In addition, university courses in the following areas are recommended:

- meeting the needs of students with specific exceptionalities (e.g. learning disabilities, AD/HD, FAS/FAE, gifted);
- computer technology for the classroom; and
- meeting the diverse behavioural and emotional needs of students.

Teacher assistants often work in learning assistance programs. Teacher assistants should have sufficient skills and training for the duties they are assigned, including:

- characteristics of exceptional students; and
- strategies for working with students with learning and behaviour difficulties.

Inservice training should include opportunities to develop further expertise in these and related areas.

Counselling in Schools

The aim of a school counselling program is to support the intellectual development, human and social development, and career development of each student so that he or she can become a responsible, productive citizen.

In schools, counselling services are provided primarily by school counsellors and, as specified by local and/or inter-ministerial protocol agreements, by other mental health professionals (e.g., youth and family counsellors, behavioural therapists). School counselling services should be co-ordinated with services provided in the community by other ministries (such as mental health services) and community agencies.

School Counselling Services

Purpose

School counselling services are school or district based, non-categorical resource services designed to support students, their families and educators. These services are intended to facilitate the educational, personal, social, emotional and career development of students in schools and in the community.

Description of services

The focus of school counselling is upon enhancing the students development, assisting with the development of an enabling school culture, and empowering students toward positive change.

School counsellors provide a continuum of preventative, developmental, remedial, and intervention services and programs and facilitate referral to community resources. The school counsellor's role includes counselling, school-based consultation, co-ordination and education. The school counsellor does not discipline, but rather helps in the development of effective behavioural change. The relative emphasis given to the services described below varies between elementary and secondary schools and reflects the needs of each school, the school district and community.

Counselling

School counselling functions include individual, group and class work to provide both an intervention and a prevention service. The counsellor:

- promotes personal and social development appropriate to developmental stages;
- counsels students, their families and the community to foster growth in the students' self esteem, individual responsibility, and in skills such as decision-making and social skills;
- ameliorates factors which may precipitate problems for students;

- enhances students' educational achievement through goal setting, assisting with the development of SLPs, IEPs and activities such as promotion of effective work and study habits;
- provides appropriate interventions to assist students with school-related problems and issues; and
- facilitate the goals of career education by assisting students and their families to explore and clarify the student's career options, through developmental activities that stress decision-making, personal planning and career awareness.

School and district-based consultation and planning

School counsellors consult and plan collaboratively with students, other educators, the school based team, parents, community agency personnel and other professionals in planning goals and effective strategies to promote the educational, social, emotional and career development of students. Consultation may focus on students' individual needs or on school, district or community programs or services. School counsellors are active participants in the planning process (see Section C7: Planning), assisting with the development of IEPs and SLPs.

Co-ordination

As a member of the school-based team, school counsellors assist in the access to and co-ordination of school, district and other community services for students as specified by local and/or inter-ministerial protocol agreements. Co-ordination may include information gathering, case management, referral, and liaison among home, school and community. School counsellors frequently assist students with transitions between schools throughout the K-12 system and with post-secondary plans.

Education

School counsellors may provide direct instruction to students in areas such as peer-helping, conflict resolution, social skills and life skills. As well, school counsellors provide support to other educators in implementing Career and Personal Planning and promoting healthy school environments and comprehensive health services to students. Their educational role may include staff and curriculum development.

Access to school counselling services

School districts and schools should establish referral procedures for educators, students and their families and community personnel to access the services of school counsellors.

The school-based team is usually involved in accessing school counselling services, particularly at the elementary school level.

Personnel

School counsellors should meet the following qualifications:

- a professional teaching certificate;
- a Master's degree recognized by the College of Teachers in counselling psychology or a related discipline with a focus in counselling.

Counselling Services Provided by Community Agencies and Other Ministries

A number of agencies and ministries (e.g., mental health centres, social services, substance abuse counselling centres) offer counselling and mental health related services. In some cases, these services are offered outside the school (e.g., mental health centres); in other cases, personnel are deployed to provide mental health/counselling services in schools (e.g., youth and family counsellors, behaviour therapists, substance abuse counsellors). In either case, school districts should establish agreements with the respective agencies regarding service delivery. It is essential that these services be co-ordinated with those provided in schools through integrated case management (see Section G29: Integrated Case Management).

When services are provided in the community, school districts and the service agency or ministries should establish agreements to clarify:

- referral procedures;
- procedures for co-ordinated case management;
- protocols for sharing information that is consistent with the *Freedom of Information and Protection of Privacy Act*; and
- procedures for prioritizing areas of services and dealing with emergencies.

When services are to be provided in schools, school districts and the respective agency should establish a local agreement prior to starting the service. The agreement should specify:

- the role description for the service;
- the target for the service;
- the process for referring students;
- the administrative officer responsible for supervising or managing the service in the school;
- procedures for sharing information, and parameters for access to confidential information;
- the desired qualifications of personnel and ethical standards of practice;
- access to facilities and resources needed for service;
- the process for evaluating service; and
- the duration of the agreement.

School Psychology Services

Purpose

School psychology services are district-based, non-categorical educational and mental health services designed to support students, school personnel and parents in enhancing academic, adaptive and social skills for students.

The *Inter-Ministerial Protocols for the Provision of Support Services to Schools* describes the responsibilities of the Ministries of Education, Health, Social Services and Attorney General for the provision of psychological services.

Description of Services

Funding for identification/assessment/planning enables school districts to employ school psychologists or educational psychologists.

The school psychology services play a supportive role in the identification, assessment, planning, implementation, reporting and evaluation process described in Section C.

The school psychologist

- provides collaborative consultation,
- assists with pre-referral interventions,
- provides psychoeducational assessments for students referred by the school-based team,
- provides ongoing collaborative planning ,
- may contribute to the design and evaluation of the IEP, and
- may provide inservice training in the area of assessment.

Consultation and collaboration

Consultative services include:

- consultation with teachers, parents, students and community agencies regarding the nature of students' strengths and needs, their educational implications, and ways to enhance learning and interpersonal relations; and
- collaboration with school-based and/or district personnel to gather classroom-based data, design or implement instructional strategies, and design and implement behaviour management interventions.

Informal/formal assessment and evaluation

When the school based team decides it is necessary to gather additional information in order to provide appropriate instruction, a referral for psychoeducational assessment may be in order. This step is taken only after

there has been considerable pre-referral assessment and pre-referral intervention. Emphasis on school-based problem solving should lessen the number of referrals for testing.

Informal assessment services include systematic observation, file review, interdisciplinary consultation, interviews and formal and/or psychoeducational assessment (see Section H7: Appendix B) to determine academic skill development, intellectual functioning, strengths and weaknesses in cognitive/learning processes and social/adaptive functioning.

Psychoeducational assessments serve diagnostic and planning functions for students with special needs. These assessments should assist teachers and parents to better understand the nature of the special need, developmental factors and educational, social, emotional and career implications. Assessment information should be used for planning, goal setting and selecting teaching, behavioural and evaluation, interventions and strategies.

Assessment findings are summarized in a written report which is shared with the parent/guardian, the school-based team and, when appropriate, the student. Parents have to be informed as to how the report will be made accessible to others working with the student (see Section G39: Student Records: Use and Management, and the *Freedom of Information and Protection of Privacy Act*).

Other services

Psychologists can assist school and district staff in providing inservice training for professional and teacher assistant staff (e.g., behaviour management, observational techniques/data gathering), and participate or assist in program evaluation and research activities.

Access to School Psychology Services

School districts should establish procedures for teachers, students and parents to access these services, establishing protocols for informed, written consent in the case of interventions and assessments, and for protecting the confidentiality of reports. Such procedures should be designed to ensure equity of access for all students.

Personnel

A school psychologist should have the following qualifications:

- a professional teaching certificate;
- a Master's degree in school/educational psychology or a related field with a focus on school psychology.

Psychologists employed by a board of school trustees are exempted from the requirements for membership in the College of Psychologists (*Psychologist's Act (Section 18(1)* (see Section H37, Appendix F: Relevant Governing Legislation). However, school districts are advised to ensure that when the services of a psychologist are contracted, that person meets the requirements of the *Psychologist's Act,* for registration by the College of Psychologists.

Qualifications of test administrators

The ministry supports the principles set forth in *Standards for Educational and Psychological Tests and Ethical Standards for Psychologists,* 1985, published by the American Psychological Association and adopted by the Canadian Psychological Association.

Educational and psychological tests are generally categorized according to levels of training required of the test administrators (see Section H7, Appendix B: Classification of Educational and Psychological Tests). School districts should ensure that personnel administering tests have appropriate levels of training or are supervised by school psychologists with appropriate levels of training.

Screening, diagnostic and achievement tests, administered at the school level, usually require at least one course in measurement, or an appropriate related discipline.

Tests involving psychoeducational assessment, Level C, usually require graduate training in measurement, individual psychological assessment, and special testing methods appropriate to a particular test.

Speech-Language Pathology

Reference:

Ministerial Order 149/89, Support Services for Schools Order

Purpose

Speech-language pathology services are those services provided by speech-language pathologists which are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. The speech-language pathology services in a school district may include a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, inservice training, information sharing with families and other service providers and public education.

Any student with delayed, disordered or atypical speech and/or language skills should be brought to the attention of the speech-language pathologist.

Speech and/or language difficulties may occur at any age and/or in any segment of the school population. Although they may occur in relative isolation from any other special education considerations, they are often associated with intellectual disabilities, autism, physical disabilities, sensory impairments, severe emotional/behaviour problems, learning disabilities or other learning difficulties. Not all children with these disorders will require direct intervention by a speech-language pathologist, but information sharing and monitoring of needs through collaboration among professionals and team management will ensure that appropriate and co-ordinated services are provided.

Providing primary assistance to students using English as a second language is not considered to be the responsibility of the speech-language pathologist, although these children may have specific communication disorders which warrant intervention.

Description of Services

All districts are encouraged to use school-based teams to initiate and monitor referrals for assessment and program planning, and a clearly defined pre-referral and referral process should be in place. A variety of identification and assessment activities related to speech and language difficulties is possible. Some districts may elect to implement screening programs for students of a particular age or in a particular program. Others may rely on a referral system that involves the administrative officer, teachers, parents or guardians, the learner and/or community agencies.

Speech-language pathologists should use both formal and informal measures to evaluate a student's abilities relative to established norms, school expectations, the classroom environment and the student's needs. A variety of standardized measures should be used in conjunction with samples of behaviour taken from the school context, observations of students and/or interviews with the student, parent/guardian and relevant others. The information obtained should be related to other assessment/planning activities undertaken as part of the learner's educational program.

Ministerial Order 149/89, the Support Services for Schools Order, requires that:

> (3) A board of school trustees shall provide speech and language therapy services for students of school age who attend a school in the district and whose education is adversely affected by oral communication difficulties.

A school district's speech-language pathology services should be directed towards assisting educators as well as specific students in their attempt to provide support for students with communication impairments. Each school district should document program goals and objectives, service priorities, operating procedures, reporting practices and record-keeping systems. Program entrance and exit criteria should be established, together with follow-up policies and practices. Procedures for handling and storing confidential records should be established. Documentation of program policies and operating practices should be clearly articulated and available for use in planning, management and evaluation activities.

The speech-language pathology services in a school district may include a full range of services encompassing prevention, identification and assessment, direct instruction for students, consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, inservice training, information sharing with families and other service providers, and public education.

In developing individual speech-language pathology services for students, care should be taken to relate communication objectives to the student's total educational program. Services for communicatively disabled students should be based on documented objectives and incorporated into each student's Individual Education Plan. Parents/guardians and other educators should be informed of assessment results, be involved in plans for intervention, and assist in observing and evaluating progress toward stated goals. These partners should be active participants throughout the intervention process.

Speech-language pathologists should have access to work spaces that are conducive to effective instruction (i.e., in compliance with health and safety codes, quiet, and free from distractions). It may be most appropriate for intervention to take place within the classroom context, in which case the

speech-language pathologist will be called upon to determine instructional approaches in collaboration with the classroom teacher. Speech-language pathologists should have ready access to relevant instruments and materials that will permit effective assessment and intervention for the wide variety of students who experience communication difficulties.

Access to Speech-Language Pathology Services

Service delivery and scheduling models may vary according to district priorities, student enrolment, climate, distance, staff size, and the availability of other support programs and personnel. Provision may be made for a centre-based service delivery, itinerant programming, or a combination of the two. Some districts may emphasize direct intervention with children, while others may choose a model where more time is spent in collaborative consultation with other educators, service providers, parents and the student. The specific types and amounts of intervention to be provided should be clearly documented in each student's IEP.

Students who require direct intervention by a speech-language pathologist should be seen on a schedule which is of sufficient frequency and duration to result in progress toward established communication goals for those students.

In those situations where a student's needs are addressed through a design which emphasizes collaborative consultation with other educators, speech-language pathologists will be expected to document needs, goals, intervention strategies, and outcomes for program monitoring and reporting purposes, in a manner which is readily understood by others.

A school district should, on a regular basis, examine outcomes of the speech-language pathology services by evaluating progress relative to goals, priorities, operating procedures, staff activities and user feedback. Districts should also establish procedures and timelines for monitoring and reviewing service delivery methods.

Personnel

Standards of training and practice for speech-language pathologists in British Columbia are documented by the British Columbia and Canadian Associations of Speech-language Pathologists and Audiologists. Speech-language pathologists who provide services to students on behalf of school districts in British Columbia should meet the standards for membership in these associations, or be under the direct supervision of a person who meets those standards.

Physiotherapy/Occupational Therapy

Purpose

Physiotherapy is a professional health discipline primarily directed toward the prevention and alleviation of movement dysfunction to promote maximal independence for the student in his/her home, school and community. Physiotherapists provide services to children with orthopedic, neurological, muscular, spinal, joint or sensory dysfunction. These services include assistance in physical positioning to promote optimal physical access, assistance in maximizing independence for students who have limited mobility, and prevention and alleviation of movement dysfunction. The services performed by a physiotherapist in schools may include screening, assessment, consultation, program planning, assistance in diagnosis, treatment, equipment selection/adaptation, administration, education and research.

Occupational therapy is a professional health discipline that utilizes the analysis and application of activities specifically related to performance in the areas of self-care, productivity, and leisure. In a school setting, occupational therapists work to promote, maintain, and develop the skills needed by students to be functional in a school setting. The services provided by the occupational therapist in schools may include assessment, consultation, program planning, assistance in diagnosis, treatment and equipment selection/adaptation.

Description of Services

Physical disabilities and developmental delays may be noted in students who have other special needs, but they can also occur in isolation. Not all students with physical disabilities or delays will require physical/occupational therapies or consultation, but all students with such conditions should be drawn to the attention of the appropriate community or school-based personnel. Information sharing, monitoring of needs or requests for health assessments and subsequent referral should be handled through the school-based team management process, to ensure that appropriate services are considered for every child.

A student's needs in the area of physiotherapy or occupational therapy services should be determined by the appropriate health professionals after reviewing reports, interviewing parents or guardians, observing and assessing the learner's needs, and consulting with education staff and/or appropriate medical personnel.

Physiotherapists and occupational therapists are members of the student's educational team. Educators and therapists collaborate to optimize the student's physical functioning and to implement the student's therapeutic goals within all of the student's educational routines.

Access to Physiotherapy/Occupational Therapy Services

Information sharing, monitoring of student needs or requests for physiotherapy or occupational therapy assessments and subsequent referral should be handled through the school-based team management process, to ensure that appropriate services are considered for every child.

School boards should secure the services of an occupational therapist or physiotherapist for students when the absence of basic services provides an impediment to their learning in the school. These services may include:

- screening/assessment;
- consultation for school staff/families;
- training of staff to carry out routines such as positioning, seating, feeding or motor activities for optimal maintenance of students in classroom settings during the school day; and
- monitoring and ongoing evaluation of students in classroom settings.

The *Inter-Ministerial Protocols for the Provision of Support Services to Schools* (1989) describes the agreed-upon relationship between the Ministries of Education and Health regarding physiotherapy and occupational therapy. The protocol for physiotherapists and occupational therapists states that the Ministry of Health is responsible for determining a child's needs for physiotherapy and occupational therapy services. The Ministry of Education is responsible for determining the educational system's needs for assistance from these disciplines. The protocol differentiates between "direct services" and "support services" in describing the responsibilities of each ministry, and describes preferred avenues for securing school-related occupational therapy and physiotherapy services.

When "direct" service (i.e. direct treatment) is required, either temporarily or long-term, the student's physician makes a referral to a community-based physiotherapist. This kind of service is considered to be a matter between health professionals and the family, and is beyond the realm of the school district's responsibility. Given the dual responsibilities contained within this protocol, there is a need for locally negotiated agreements between health agencies and school districts.

Funds are issued to school boards through supplemental funding for special needs to assist them in meeting their obligations.

The advice provided by health professionals and the routines established for students should be articulated in an Individual Education Plan which is monitored in a manner consistent with other aspects of the student's program.

School districts should ensure that their policies and practices in the delivery of these services emphasize the collaborative nature of these services and clarify lines of authority and responsibility between and among classroom teachers, teacher assistants carrying out routines, and health professionals

(occupational therapists and physiotherapists) who consult with and advise them. In those instances where students are enrolled in ongoing therapy programs, communication links should be well established between health personnel, the student's home and school staff to ensure that consistency among environments is maintained and case management practices in all sites support each other.

Students with physical disabilities may require adaptations to facilities or provision of specialized equipment or technologies. The physiotherapist and occupational therapist will often be able to provide useful advice to school personnel in these matters.

Personnel

Standards of training for physiotherapists are determined by the College of Physical Therapists of British Columbia, which has the authority to issue licences to qualified practitioners. Possession of a current licence is a requirement for practicing physiotherapists in British Columbia. Those who provide physiotherapy services in schools should meet standards established by the College of Physical Therapists of B.C.

Standards of training for occupational therapists are documented by the B.C. Society of Occupational Therapists. Occupational therapists who provide services to students on behalf of school districts in British Columbia should meet the standards for membership in this association.

Hospital Education Services

Purpose

The purpose of hospital education services is to enable students to continue their educational program while hospitalized.

Description of Services

Depending on their health, hospitalized students should continue with an educational program as similar as possible to the program they would receive in school.

Although hospital teachers provide classroom assignments and instructional support for students confined to hospital, the classroom teacher maintains ongoing responsibility for co-ordinating the student's educational program.

Districts should establish procedures to ensure that:

- all appropriate school assignments are provided to the student;
- the hospital teacher provides reports on student progress;
- regular contact is established among the hospital teacher, the regular classroom teacher and the parent;
- the hospital teacher has access to available school district resources (e.g., equipment, materials and curriculum guides);
- facilities appropriate to good learning conditions within the hospital setting are secured through agreement between the school district and the hospital administration; and
- records of referrals received and educational services rendered to hospitalized students are maintained and available at the district level.

School districts are encouraged to co-operate with each other to ensure that instruction is provided to students who must be temporarily hospitalized outside their home school district.

Access to Hospital Education Services

Students eligible for education services within the hospital include those with medical conditions including injury, disease, surgery, pregnancy, or psychological disability. Before education services are provided to the student, authorization from the attending physician should be received. Instruction should be initiated as soon as the student's medical condition permits.

Funding

Only those school districts which actually provide hospital education services are eligible for special program funding. For hospital education services designated as Provincial Resource Programs, information is contained in Section F of this manual.

Personnel

Teachers working in hospital education services should be able to demonstrate:

- successful teaching experience at elementary or secondary level;
- knowledge of health care and community services;
- the ability to work effectively with parents, public health and hospital personnel, medical staff and, following discharge of students, with homebound teachers or other school district personnel;
- knowledge of curricula and instructional resources across a range of school years;
- knowledge of distance education techniques and computer-assisted learning;
- knowledge of human behaviour and the ability to work effectively with students who have medical and/or psychological problems;
- knowledge of child development and an understanding of the educational needs of exceptional children; and
- skills to assess the educational needs of a student and to modify learning activities, intended outcomes, teaching techniques and materials to meet the student's specific needs.

Where teacher assistants are required, they will work under the supervision of the hospital teacher.

Homebound Education Services

Purpose

The purpose of homebound education services is to enable students to continue their education program while absent from school for periods during the school year because of illness or related medical/psychiatric reasons.

Description of Services

Homebound education services provide students with an educational program as similar as possible to the program they would receive if attending school. Contact with the student will be on a regular basis, and of sufficient duration that the student is able to maintain his/her educational program to the extent that the medical condition allows. Regular contact between the homebound program teacher, the principal, the classroom teacher(s) and the parents or guardians, and access to all available school district resources is expected.

Teachers of homebound students provide direct instruction to students, but in most cases responsibility for long-term planning of the students' educational program remains with the students' classroom teacher(s) in collaboration with the homebound teacher and the school-based team.

It is essential that there be effective collaboration, consultation and co-ordination with all care givers if services for homebound students are to be effective. In some instances, when a student is experiencing psychiatric difficulties, homebound services may exacerbate the student's difficulties. In these cases, alternative educational plans should be developed in collaboration with the community mental health team and other service providers as appropriate.

Districts should establish policies and procedures to:

- ensure direct instruction is provided to the student;
- outline a procedure for reporting student progress;
- outline the responsibilities of the parents, the principal, the classroom teacher, related school district and community personnel and homebound teachers while a student is on homebound instruction; and
- ensure collaboration, consultation and co-ordination with all caregivers (e.g., physician, mental health and social work personnel).

School boards are advised to address in their procedures issues such as parent or guardian presence in the home, service to students with communicable diseases, and potentially unsafe conditions.

Access to Homebound Education Services

School districts are required to make available an educational program to all persons of school age who are resident in its district and who are enrolled in a school in the district. School districts must maintain appropriate educational programs for students who are anticipated to be absent from school for extended periods of time. Instruction should be initiated as soon as possible. Authorization from the physician or public health nurse should be received prior to services being provided to students with health problems.

Students eligible for homebound services include:

- students who are absent from school for medical reasons such as injury, disease, surgery, pregnancy, psychological reasons, etc.; and
- students suspended by the board of school trustees under section 103(c) of the *School Act* may be served in a homebound program.

This program should not be used routinely as the only option for students with severe behavioural or emotional problems. As well, homebound education services are not intended to serve students registered under Section 13 of the *School Act* (Home Education).

Districts should establish and publish policies and procedures for accessing homebound services. Policies should take into consideration the *School Act*, section 109 (examinations and reports by school medical officer).

Personnel

Homebound program teachers should have a minimum of 5 years elementary or secondary school teaching experience and should be able to demonstrate:

- knowledge of health care and community services;
- the ability to work effectively with parents, school staff, district personnel, medical personnel and community agencies;
- knowledge of curricula and instructional resources across a range of school years;
- knowledge of human behaviour and the ability to work effectively with students who have emotional or social problems;
- knowledge of child development and an understanding of the educational needs of exceptional children;
- the skills necessary to assess the educational needs of a student and to modify curriculum, teaching techniques, and materials to meet the student's specific needs; and
- knowledge of distance education techniques and computer-assisted learning.

DIVIDER #6

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Special Considerations for Individual Planning

Students with Medical Diagnoses: Considerations for Reporting

Funding categories are established to assist school districts in providing appropriate education programs to students with special needs. These categories are designed to focus on the educational needs of students regardless of the original cause(s) of those needs.

For example, a student who is hard of hearing should receive the appropriate services, regardless of the cause of the hearing impairment. Similarly, if a student presents atypical behaviours, or intellectual impairment, it is the intensity of the disability and the interventions provided that will dictate the category in which the student is reported for funding purposes.

The current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes which may have an impact on the student's educational needs. These conditions and syndromes include, but are not limited to, Attention Deficit/Hyperactivity Disorder (AD/HD), Fetal Alcohol Syndrome/Fetal Alcohol Effect (FAS/FAE), Rett's Syndrome, Asperger's Syndrome, Tourette's Syndrome, and others. Medical diagnosis by itself does not determine the special education services required.

The designation of students for funding purposes should involve careful determination of the nature and extent of their disabling condition(s) and the nature and extent of educational interventions required. Students with medically diagnosed conditions should be identified for funding purposes in the educational category that best reflects the type and intensity of educational interventions documented in the IEP.

For funding purposes, students should be identified according to the following general guidelines:

(a) Students who have an identifiable disability or medical diagnosis, whose needs are being met through the support of the regular classroom teacher and/or learning assistance, counselling, speech-language pathology or other separately funded services, should not be included for funding purposes in a designated funding category.

(b) Students who present with conditions, which may or may not carry a specific categorical designation, should be identified for funding purposes in the special education category that best reflects the type and intensity of interventions documented in the IEP.

Students with Mild Intellectual Disabilities

Definition

A student is considered to have a mild intellectual disability if intellectual functioning is -2.01 to -3.00 standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning, and there is delayed adaptive behaviour and functioning of similar degree. While individual needs will differ, many students with mild intellectual disabilities may require specific instruction for the acquisition of gross and fine motor skills, communication skills, assistance with development of social skills, including personal independence, social responsibility and life skills, as well as with reasoning skills, memory, problem solving and conceptualizing skills.

To be eligible for supplemental funding for Mild Intellectual Disabilities the following criteria must be met:

- the student must meet the criteria in the above definition;

  and

- a current IEP must be in place;

  and

- ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). Reduction in class size is not by itself a sufficient service to meet the definition.

The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling).

Identification and Assessment

A student with a mild intellectual disability will not always be identified before entering the school system. Difficulties with adaptive behaviour may not have been previously documented. Adaptive behaviour is the "effectiveness or degree to which the individual meets the standards of personal independence and social responsibility..." (American Association for Mental Retardation [AAMR]).

A psychoeducational assessment will be used to determine a student's level of functioning and should be based on a variety of measures of intellectual ability and adaptive behaviour, as well as information from the family and, where available, other service providers. Instruments such as the

Vineland Adaptive Behavior Scales and the Adaptive Behavior Scale (AAMR) should be used in the assessment of an individual's adaptive behaviour. The most frequently used tests in assessing intellectual ability are the most current revisions of the Stanford-Binet and the Wechsler Intelligence scales.

Planning and Implementation

Most students with mild intellectual disabilities benefit from and learn best from being with age peers, but generally also require additional intervention. As they proceed through elementary school, their IEPs should specify any modifications or adaptations to programs, use of special materials, and the measures of progress. Parents must be given the opportunity to participate in the planning process, and to the extent that they are able, students should also participate.

The older the student, the greater the need for concrete educational objectives. At the secondary level, a student with a mild intellectual disability should have the opportunity and option to access a variety of educational and social experiences both within the school and in the community. For many students, continued participation in academic areas, with appropriately adapted programs and support where needed, is both reasonable and desirable. For other students, increasing community integration and work experience/work placement opportunities is most enabling (see Section G45: Work Experience/Job Training).

Evaluation and Reporting

Many students with mild intellectual disabilities will take part in the regular program with some adaptations. Evaluation will be based on the regular standards (i.e., the extent to which the learning outcomes for the course are attained). The method of evaluation will be consistent with the IEP and with ministry reporting policies in respect to the use of comments and/or letter grades.

Some students may require extensive modifications to parts of their program so that some of their learning outcomes will be substantially different from the regular curriculum. In these cases, evaluation will be based on the degree to which the individualized outcomes are achieved. In these cases, evaluation will be referenced to individually set standards.

Reports to parents should be provided on the same schedule used for all students. Progress should be reported with respect to all components of the program, and with reference to progress in relation to IEP goals. Reports should indicate the adaptations and modifications made to the student's educational program. All personnel directly involved in the ongoing educational program (e.g., the classroom teacher, specialist teacher, speech-language pathologist) should report on student progress.

Personnel

The ministry expects that with sufficient training and experience, classroom teachers will be capable of including students with mild intellectual disabilities and providing a program in which they can be successful, provided that specialized support is available when needed. Inservice training opportunities and a collaborative team approach are recommended to support and encourage the development of the necessary skills and understandings which the classroom teacher may require.

Teachers with responsibilities for supporting students with intellectual disabilities should fulfill the qualifications described for Learning Assistance (see Section D1: Learning Assistance Services). In addition, they should have advanced coursework in:

- the characteristics and needs of students with intellectual disabilities;
- specialized instructional methodologies and technologies; and adaptation and modification of programs for students with intellectual disabilities; and
- functional life skills and career development.

Teacher assistants

Teacher assistants who work in classrooms with students with mild intellectual disabilities should have sufficient skills and training for the duties they are assigned, including:

- the social, emotional, and educational implications of intellectual disabilities;
- functional life skills and career development; and
- technological support.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop expertise in these and related areas.

Students with Moderate to Severe/Profound Intellectual Disabilities

Definition

A student is considered to have a moderate to severe/profound intellectual disability if intellectual functioning is greater than 3 standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning, and there is delayed adaptive behaviour and functioning of similar degree. As individuals and as a group, these students have particular learning characteristics. They require support in the development of communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialization skills. Generally, a student with this level of intellectual functioning is also significantly delayed in social-emotional development. There may also be accompanying sensory, physical and health disabilities. Specific instruction is needed for many or all life skills activities.

To be eligible for supplemental funding for Moderate to Severe/Profound Intellectual Disabilities the following criteria must be met:

- the student must meet the criteria for the above definition;

  and

- a current IEP must be in place;

  and

- ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet this definition.

Identification and Assessment

A formal psychoeducational assessment will determine the student's level of functioning and must include information regarding:

- academic and life skills;
- communication skills;
- sensory disorders;
- social-emotional development; and
- specific aptitudes.

This assessment should be based on a variety of measures of intellectual ability and adaptive behaviour. Adaptive behaviour is the "effectiveness or degree to which the individual meets the standards of personal independence

and social responsibility..." (AAMR). Instruments such as the Vineland Adaptive Behavior Scales and the Adaptive Behaviour Scale (AAMR) should be used to assess an individual's adaptive behaviour. The most frequently used tests in assessing intellectual ability are the most current revisions of the Stanford-Binet and the Wechsler Intelligence scales. A medical assessment should also be carried out to provide an indication of visual, auditory, motor or other physical needs which would affect the IEP.

Planning and Implementation

Students with moderate to severe/profound intellectual disabilities can usually learn many appropriate skills and behaviours, and can benefit from being with students without disabilities. However, they require additional intervention beyond integration and socialization. In preparation for an IEP, teachers may want to consider implementing a planning mechanism such as the McGill Action Planning System (MAPS). This procedure is effective in identifying the student's strengths and needs and in eliciting involvement and commitment from peers.

As these students proceed through elementary school, their IEPs should specify modified curricula, adapted materials and the measures of progress. Some of the life-skills training for elementary students with moderate to severe/profound intellectual disabilities may take place in other environments, including outside the regular classroom. However, care should always be taken to ensure maximum opportunities for social integration with their classroom age peers.

If a student with a severe to profound intellectual disability has a sensory impairment, physical disability or medical/health needs, support services from a teacher assistant as well as the expertise of an occupational therapist, a physiotherapist, a speech-language pathologist, or an itinerant specialist may be required. These other professionals should work with the school-based team so that joint planning can take place and information can be shared.

At the secondary level, a student should have access to a range of meaningful educational and social experiences within the school and community. Many of these students will benefit from participating in elective areas. The extent of the student's participation should be determined with reference to the goals in the student's IEP. In a school with a "home room" mechanism, students should be included in a home room, even if they spend much of their school day receiving more specialized services such as intensive work experience. Care should be taken to ensure maximum opportunities for social integration.

The older the student or the more severe the disability, the greater the need for functional educational objectives. Since the skills taught should be those that afford many opportunities for practice, and since teaching should

be in preparation for adult life in the community, the student will need an increasing percentage of educational instruction in community environments.

Job training programs are essential if the goal is for the student to benefit from post-secondary work placements. A student with a moderate, severe or profound intellectual disability should participate in work experience/job training, with support where required (see Section G45: Work Experience/Job Training). Generally, job training and pre-employment skills should begin at an earlier age than for age peers. For these students particularly, the involvement of parents in life/vocational planning is essential.

Evaluation and Reporting

It is expected that districts and schools will include students with moderate to profound intellectual disabilities in regular evaluation and reporting based on the goals, objectives, and strategies outlined in the IEP. Since extensive program modifications are usually required, evaluation should be based on the student's progress toward the goals and objectives outlined in the IEP. If a student is taking part in the regular program with some adaptations, evaluation should be based on the regular standards (i.e., the extent to which learning outcomes were attained). The method of evaluation will be consistent with the IEP and with ministry reporting policies in respect to the use of comments and/or letter grades.

Reports to parents should be provided on the same schedule used for all students. Progress should be reported with respect to all components of the program, and with reference to progress in relation to IEP goals. Reports should indicate the adaptations and modifications made to the student's educational program. All personnel directly involved in the ongoing educational program (e.g., classroom teacher, specialist teacher, speech-language pathologist) should report on student progress.

Student progress should be evaluated using a range of assessment techniques. These may include criterion-based measures, curriculum-based assessments, teacher observations, samples of student work and the extent to which IEP goals have been achieved.

Personnel

Teachers

The ministry expects that with sufficient training and experience, classroom teachers will be capable of including students with moderate to severe/profound intellectual disabilities and providing a program in which they can be successful, provided that specialized support is available when needed. Inservice training opportunities and a collaborative team approach are recommended to support and encourage the development of the necessary skills and understandings which the classroom teacher may require.

Specialist teachers with responsibilities for supporting students with intellectual disabilities should fulfill the qualifications described for learning assistance (see Section D1: Learning Assistance Services). In addition, they should have advanced coursework in:

- the characteristics and needs of students with intellectual disabilities;
- specialized instructional methodologies and technologies; and adaptations and modification of programs for students with intellectual disabilities; and
- functional life skills and career development.

Where adaptive devices or technological support are required, the ministry expects all personnel to be able to demonstrate competency in their use. Opportunities for inservice to attain these competencies are essential in these situations.

Recent and ongoing technological advances in adaptive devices related to computer access, environmental controls and augmented communication have greatly enhanced learning opportunities for students with moderate to profound intellectual disabilities. It is expected that specialist staff will stay informed about current developments and introduce new technology as appropriate and as resources permit.

Teacher assistants

Teacher assistants who work in classrooms with students with moderate to severe/profound intellectual disabilities should have sufficient skills and training for the duties they are assigned, including:

- the social, emotional, and educational implications of intellectual disabilities;
- functional life skills and career development; and
- technological support.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop expertise in these and related areas.

Students with Learning Disabilities

Definition

The following definition of learning disabilities is used by the Ministry of Education:

> "Learning disabilities* is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (e.g., cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences."
>
> National Joint Committee on Learning Disabilities, 1988
>
> * for the purposes of this document the term "learning disability" includes conditions described as dyslexia, dyscalculalia or dysgraphia, and may include students with Attention Deficit/Hyperactivity Disorder (AD/HD).

Learning disabilities vary considerably in their severity and impact on learning. Students with mild to moderate learning disabilities can be successful when provided with adapted classroom instruction combined with appropriate support by a learning assistance or school-based resource teacher. Students with severe learning disabilities will generally require more intensive intervention.

Students whose learning disabilities have not been identified and addressed early frequently exhibit secondary emotional and behavioural difficulties.

To be eligible for supplemental funding for Severe Learning Disabilities, a student must meet the definition given above and the following criteria must be met:

- severe difficulties in the acquisition of basic academic skills and/or school performance persist after classroom-based remedial interventions, curricular adaptations and learning assistance support.

  The severity of these academic difficulties must be such that students demonstrate:

  ✓ persistent difficulties in the acquisition of pre-academic skills such as recognition of letters and numbers in the early primary years; and/or

- ✓ persistent difficulties in the acquisition of reading, writing and/or arithmetic skills in the later primary years; and/or
- ✓ a discrepancy of 2 standard deviations between estimated learning potential and academic achievement as measured by norm-referenced instruments in Grades 3–12;

and

- there is a significant weakness in one or more cognitive process (e.g., perception, memory, attention, receptive or expressive language abilities, visual-spatial abilities) relative to overall intellectual functioning, as measured by norm-referenced assessment instruments, which directly impacts learning and school performance;

and

- the criteria listed above are not the result of other disabling conditions or external influences described in the definition above;

and

- the student is receiving specific additional services directed at addressing the learning disability (reduction in class size is not by itself a sufficient service to meet this definition);

and

- a current IEP is in place.

Students with Severe Learning Disabilities

The ministry estimates that students with severe learning disabilities comprise 1-2% of the school population and will require more intensive support.

A psychoeducational assessment must be undertaken to determine the presence, nature, severity and educational implications of a severe learning disability. Prior to referral for psychoeducational assessment, the classroom teacher will have attempted alternate strategies, consulted with the parent and colleagues, and requested the involvement of the learning assistance/resource teacher for additional assessment, consultation or pre-referral interventions.

Identification and Assessment

Most students included in the Severe Learning Disabilities category will be identified by the school system through the progressive assessment process described in Section C. In some cases, students will have been identified prior to school entry through assessments in clinical settings.

If these measures prove insufficient, the school-based team will refer the student for assessment. The assessment is often multidisciplinary, supplementing the psychoeducational assessment with information from the speech-language pathologist or the occupational therapist.

The assessment of a student with a learning disability should:

- integrate information from a number of sources (eg., the family, health, social-emotional adjustment, developmental history);
- assess overall intellectual functioning, specific cognitive abilities, pre-academic or academic skills and socio-emotional status;
- assess the learning strengths and weaknesses, and their implications for learning; and
- contribute to the process of planning and evaluating the education program.

Planning and Implementation

Students with severe learning disabilities require an educational plan which builds on their strengths while remediating or compensating for their area of disability. Their IEP should reflect these.

Students with severe learning disabilities should be supported on a regular basis by a specialist teacher. Typically, the program for a student with a severe learning disability includes, but is not limited to, one or more of the following:

- direct remedial, corrective, tutorial or skill-building instruction;
- adapted, modified or supplementary curriculum and materials;
- alternate instructional and/or evaluation strategies, including adjudicated provincial examinations;
- use of equipment, including computer and audiovisual technology;
- social skills training; and
- learning strategies.

Evaluation and Reporting

Evaluating student progress

In most cases students will take part in the regular program with the necessary adaptations (e.g., alternate evaluation methods). Evaluation will be based on the regular standards (i.e., extent to which learning outcomes were attained). The method of evaluation will be consistent with the IEP and with ministry reporting policies in respect to the use of comments and/or letter grades.

Some students may require extensive modifications to parts of their program so that some of their learning outcomes will be substantially different from the regular curriculum. In these cases, evaluation will be based on the degree to which the individualized outcomes are achieved.

Reporting

Reports to parents should be provided in the same format and on the same schedule used for all students. Progress should be reported with respect to all components of the program, and with reference to progress in relation to IEP goals. Reports should indicate the adaptations and modifications made to the student's educational program, as well as performance relative to widely-held expectations. All personnel directly involved in the ongoing educational program (e.g., classroom teacher, specialist teacher, speech-language pathologist) should report on student progress (see Section H37: Appendix F).

Personnel

The ministry expects that with sufficient training and experience, classroom teachers will be capable of including most students with learning disabilities and providing a program in which they can be successful, provided that specialized support is available when needed. Inservice training opportunities and a collaborative team approach are recommended to support and encourage the development of the necessary skills and understandings which the classroom teacher may require.

Teachers with responsibilities for supporting students with severe learning disabilities should fulfill the qualifications described for Learning Assistance teacher (see Section D1: Learning Assistance Services). In addition, their qualifications should include advanced coursework in:

- characteristics and needs of students with learning disabilities; and
- specialized instructional and remedial strategies, technologies, materials and curricular adaptations.

As well, they should have training and demonstrated skills in:

- social skills development and behaviour management;
- co-operative planning and collaborative consultation; and
- assessment, classroom management and motivation.

Teacher assistants

Teacher assistants working with students with learning disabilities should have sufficient skills and training for the duties they are assigned, including:

- an understanding of learning disabilities;
- collaborative and communication skills;
- strategies for motivating students; and
- behaviour management skills.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop opportunities in these and related areas.

Resources

Students who are print-handicapped because of a severe learning disability may be eligible to receive audiotape material from the Provincial Resource Centre for the Visually Impaired (see Section H13: Appendix C).

Students Who are Gifted

Definition

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

These students must be appropriately identified and be receiving an additional special educational service on a regular and ongoing basis to be eligible for special education funding in this category. Current funding allows for up to 2% of total student enrolment for supplemental funding in this category if supplemental services are provided to identified students on a regular basis, and a current Individual Education Plan is in place. Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

Early identification of students who are gifted is an important element in planning and delivering appropriate educational programs for these students. Some gifted students whose abilities are not identified and addressed early may exhibit secondary emotional and behavioural difficulties. District screening and identification procedures should be in place to ensure consistency of access to programs designed to support gifted students.

Every effort should be made to ensure that screening and identification procedures are unbiased with respect to language, culture, gender, physical ability, learning or other disability.

No single criterion should be established for entry into or exclusion from services for students who are gifted. Rather, identification and assessment should be carried out using multiple criteria and information from a variety of sources, all of which are valid components for identification. These should include several of the following:

- teacher observations including anecdotal records, checklists, and inventories;
- records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments;
- nominations by educators, parents, peers and/or self; and
- interview of parents and students.

Formal assessments to Level C should be undertaken as a final step in the process (see Section H7, Appendix B). These should include assessment of cognitive ability, achievement, aptitude and creativity.

A student who is talented in areas other than academics should also have an assessment of intellectual abilities as it is important information for educational planning.

Planning and Implementation

Districts should provide differentiated services to meet the diverse needs of the exceptionally capable learner. Since students who are gifted form a heterogeneous population, their individual needs, experiences, aptitudes and interests vary.

Programs for students who are gifted often require a blend of opportunities available both in the school and in the community. The more extraordinary the abilities of the student, the more necessary it becomes to expand the options beyond the regular classroom. Differentiated curriculum opportunities need to be designed and programming needs to be varied and flexible (classroom-based, school-based, district-based). Since no single program modification model can provide strategies that will apply to content, process, product, pacing, and learning environment, teachers of gifted students will need to draw from one or more models in order to provide an appropriate educational program that meets the individual needs of the student. This should be reflected in the student's IEP.

Regardless of how services are delivered, there are some common elements which characterize an individualized program appropriate for a student who is gifted:

- it is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;
- it provides opportunities for students to interact socially and academically with both age peers and peers of similar abilities;
- it addresses both the cognitive and affective domains;
- it incorporates adaptations and/or extensions to content, process, product, pacing and learning environment; and
- it goes beyond the walls of a school and into the larger community.

Supplemental services for a gifted student should contain some of the following elements, but are not limited to these:

- independent guided education;
- specialist teachers in resource centres or resource rooms;
- district and community classes;

- special groupings which provide opportunities for learning with intellectual peers;
- mentorships;
- consultative services to assist teachers in expanding experiences in the regular classroom;
- accelerating/telescoping/compacting some or all of the student's program;
- opportunities to challenge courses when appropriate; and
- opportunities to take enriched courses and to participate in Advanced Placement, International Baccalaureate, or honours courses.

It is important to recognize the individual characteristics of school districts and their communities in designing services for gifted students. For example, students who are gifted may benefit from the use of information technology, which will increasingly facilitate access to information sources not readily available in all communities.

Evaluation and Reporting

It is expected that districts and schools will include gifted students in regular evaluation and reporting. If there are extensive program modifications, evaluation should be based on the degree to which the individual learning outcomes are achieved. Reports of student progress should be based on the instructional objectives and procedures outlined in the student's IEP. Reports should indicate the adaptations and modifications made to the student's educational program, as well as performance relative to widely-held expectations. All personnel directly involved in the ongoing educational program should report on student progress.

Personnel

The ministry expects that with sufficient training and experience classroom teachers will be capable of including most students who are gifted, and providing a program in which they can be successful, provided that specialized support is available when needed. Inservice training opportunities and a collaborative team approach are recommended to support and encourage the development of the necessary skills and understandings which the classroom teacher may require.

Support teachers with specialized training and experience in gifted education may serve as helping teachers/consultants, and may work in resource centres or with specialized cross-school groupings or special courses. Teachers with responsibility for supporting programs for gifted students should fulfill the qualifications described for learning assistance (see Section D1:

Learning Assistance Services). In addition, these qualifications should include coursework in:

- the nature of giftedness and the needs of gifted students; and
- strategies for meeting the educational and affective needs of gifted students.

Teacher assistants

Teacher assistants working with students who are gifted should have sufficient skills and training for the duties they are assigned, including:

- an understanding of giftedness;
- collaborative and communication skills;
- strategies for motivating students; and
- behaviour management skills.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop opportunities in these and related areas.

Students with Behaviour Disorders, including Rehabilitation Programs

Definition

Behaviour disorder is a generic term which refers to a heterogeneous group of disorders. They reflect dysfunctional interactions between the student and one or more elements of the environment, including the classroom, school, family, peers and community.

Behaviour disorders vary in their severity and effect on learning, interpersonal relations and personal adjustment. Students with mild behavioural difficulties can usually be supported through counselling and school-based services. Students with the most severe behavioural difficulties may be included in the Severe Behaviour Category (see Section E27: Students with Severe Behaviour Disorders).

Moderate behaviour disorders

The Ministry of Education recognizes that 1-2% of students may have a moderate behaviour disorder. Students can be included in the Moderate Behaviour Disorder category for supplemental funding when, through the assessment process (see below), they meet all of the following criteria:

- They demonstrate one or more of the following:
  - ✓ behaviours such as aggression (of a physical, emotional or sexual nature) and/or hyperactivity;
  - ✓ negative or undesirable internalized psychological states such as anxiety, stress-related disorders, and depression;
  - ✓ behaviours related to social problems such as delinquency, substance abuse, child abuse or neglect; and/or
  - ✓ behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions;

  and

- the frequency or severity of the above behaviours have a very disruptive effect on the classroom learning environment, social relations or personal adjustment;

  and

- they demonstrate the above behaviour(s) over an extended period of time, in more than one setting and with more than one person (teachers, peers);

  and

- they have not responded to support/interventions provided through usual classroom management strategies.

In order to be eligible for supplemental special education funding, students must be receiving an additional special education service on a regular basis, and a current IEP must be in place. Reduction in class size is not by itself a sufficient service to meet the definition.

Rehabilitation Programs

Rehabilitation programs are jointly funded by the Ministry of Social Services and the Ministry of Education. Students can be included in the Rehabilitation funding category when, through the assessment process, it has been determined they meet all of the criteria for students with moderate behaviour disorders, there is funding for the program from the Ministry of Social Services, and a current IEP is in place.

Identification and Assessment

Note: the identification and assessment process may need to be modified, expedited or waived temporarily when a student is endangering the safety of self or others.

The process of identification and assessment should focus on behaviours which clearly are beyond common disciplinary problems or the result of ineffectual classroom management practices.

Identification and assessment of students with behaviour disorders often begins at the classroom level, although these students are often identified in the home or community. The teacher's observations should be incorporated into an identification and assessment process for educational purposes, as should the assessments of other staff. The behaviours in question should not be transitory but should generalize to other settings and individuals.

The teacher will first consult with the parents and colleagues and attempt alternate strategies to manage the behaviour in the classroom. If these prove unsuccessful, the teacher may seek assistance from other school-based services or from the school-based team.

The school-based team may provide further consultation, access other school or district support services, and/or request additional assessment. It may also be appropriate at this stage to involve the Ministry of Social Services, child and youth mental health services, community agencies and the medical profession in the identification and intervention process.

Personnel conducting assessment at this stage should have qualifications required for the use of Level C tests (see Section H7, Appendix B).

The formal assessment should :

- analyze the student's functional behaviours in various settings and with different people who regularly are a part of her/his environment;
- integrate information from the different aspects of a student's life;

- focus on strengths as well as needs;
- rule out or address other conditions which may be precipitating or contributing to the behaviour (e.g., hearing loss, learning disabilities, side-effects of medication);
- clarify the characteristics of the behaviour disorder;
- address possible medical or health impairments;
- specify whether the student meets the criteria for moderate behaviour disorder (or another diagnosis); and
- contribute to the process of planning and evaluating the educational program.

The findings of the formal assessment should be summarized in a report which is shared with the parents, the teacher, the student (where appropriate) and the school-based team.

Planning and Implementation

In accordance with the process described in Section C, planning is done collaboratively by the teacher, case manager, relevant school and district staff, parent and, when appropriate, relevant inter-ministerial and community agencies and the student. Because these students are difficult to serve educationally, support services should be provided to the student, the school, the home and community agencies on an integrated basis.

The Ministry of Education requires that an Individual Education Plan (IEP) be developed for each student included in the Moderate Behaviour Disorder category. The IEP will describe:

- current behavioural and learning strengths and needs;
- the goals for the student's program referenced to measurable objectives;
- the behavioural strategies used to achieve the goals;
- if applicable, specification of the components of the curriculum that will be adapted and/or modified;
- the resources needed to support the student;
- the names of staff responsible (school, community agencies) for implementing the plan;
- the role of the parents in supporting the plan;
- means of evaluating the efficacy of interventions and a timeline for evaluation;
- decisions regarding where the plan will be implemented; and
- plans for transitions.

Intervention programs for students with moderate behaviour disorders should be implemented in the settings in which the behaviours are occurring, rather than through a change in placement. However, integrated approaches should not place the student, his/her peers, or those providing services in an "at risk" position (see Section G37: Removal for Health and Safety).

Some of these students may require more specialized services, including part or full-time placement in specialized learning environments (resource room, teaching and evaluation centre, or rehabilitation programs provided in co-ordination with the Ministry of Social Services) until the student can be assisted to re-enter the regular classroom on a full-time basis and/or successfully enter the world of work.

Students with moderate behaviour disorders should be supported by a specialist teacher and be provided with, but not be limited to, one or more of the following additional services:

- direct support in the classroom by a teacher specialist or an assistant to promote behavioural change through implementing the plan outlined in the IEP;
- placement in a program designed to promote behavioural change and implement the IEP; and/or
- ongoing, individually implemented social skills training, and/or behavioural and learning strategies.

The above may be complemented/co-ordinated with:

- in-depth therapy, counselling and/or support for the family in the community;
- adapted or supplementary curriculum and materials; and
- alternate instructional and/or evaluation strategies.

Evaluation and Reporting

In most cases students with moderate behaviour disorders will take part in the regular program, although some adaptation may be necessary (e.g., alternate evaluation methods). Evaluation will be based on the regular standards (i.e., extent to which learning outcomes were attained). The method of evaluation will be consistent with the IEP and with ministry policies in respect to the use of comments and/or letter grades.

Some students may require extensive modifications to parts of their program so that some of their learning outcomes will be substantially different from other students. In these cases, evaluation will be based on the degree to which the individualized outcomes are achieved.

Reports should be provided in the same format and on the same schedule used for all students. Progress should be reported with respect to all components of the program, and with reference to IEP goals. Reports should

indicate the adaptations and modifications made to the student's educational program, as well as performance relative to widely-held expectations (see Section H37: Appendix F).

Personnel

The ministry expects that with sufficient training and experience, classroom teachers will be capable of including most students with behaviour disorders and providing a program in which they can be successful, provided that support is available when needed. Inservice training opportunities and a collaborative team approach are recommended to support and encourage the development of skills required.

Boards should ensure that teachers whose responsibilities are primarily concerned with programming for students with moderate behaviour disorders have appropriate training. These teachers should possess general training in the area of special education with additional coursework in the education of students with behaviour disorders, motivational techniques, behaviour management, and precision teaching.

The skill set for teachers in these programs should include:

- behavioural observation, analysis, strategies and management;
- consultative and collaborative skills;
- direction/supervision of behavioural intervention programs;
- adaptation of curriculum to meet a wide range of student learning needs; and
- counselling skills.

Child and youth counsellors

Child and youth counsellors in the Rehabilitation Resources Program should possess undergraduate university training in counselling and human development.

Teacher assistants

Teacher assistants working with students with moderate behaviour disorders should have sufficient skills and training for the duties they are assigned including:.

- an understanding of behaviour disorders;
- observational, motivational, and behaviour management skills; and
- communicative and collaborative skills.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop opportunities in these and related areas.

Students with Severe Behaviour Disorders

Definition

Students with severe behaviour disorders who are eligible to be claimed in this funding category are those who exhibit:

either

- antisocial, extremely disruptive behaviour in the school environment and in most other environments, consistently/persistently over time;

or

- severe mental health conditions which manifest themselves in profound withdrawal or other internalizing behaviours. These students generally have histories of profound problems, and present as very vulnerable, fragile students who are seriously 'at risk' in classroom situations without extensive support.

In addition to meeting one of the conditions above to be eligible for supplementary funding, these students must also exhibit behaviours which are:

- serious enough to be known to school and school district personnel and other community agencies and to warrant intensive interventions by other community agencies beyond the school;

and

- a serious risk to themselves or others, and/or with behaviours that significantly interfere with their academic progress and that of other students;

and

- beyond the normal capacity of the school to manage, provided "normal capacity" is seen to include the typical special education interventions such as school-based counselling, rehabilitation programs, the use of alternate settings, and other means traditionally available in the school environment.

Students in this category should be recognized as those most in need from a community perspective, and should have access to intensive, co-ordinated school/community intervention. These interventions should be based on co-ordinated, inter-ministerial assessment planning and intervention processes which are required to manage and maintain the students in school and in their community.

Students are eligible in this funding category only if the school district can demonstrate that it is incurring extraordinary costs related to delivering the students' educational programs. Reduction in class size is not by itself a sufficient service to meet the definition.

The following are also required:

- Development and implementation of an IEP, which is co-ordinated with intervention/care plans developed by appropriate community agencies in collaboration with the family.
- Evidence of a co-ordinated, cross-ministry, community response plan.
- Documentation must include previous plans and interventions, to demonstrate that the district has exhausted its own resources and capacity to manage within the typical range of special education interventions.
- Evidence of a planned inter-agency review process, in a stated time frame, recognizing that many behavioural programs will be ameliorated if the interventions are appropriate.

The IEP should include the elements outlined for moderate behaviour disorders (see Section E21: Students with Behaviour Disorders, including Rehabilitation Programs).

Evidence of inter-ministerial involvement, without intensive and collaborative inter-ministerial planning and service co-ordination, is not sufficient in itself to warrant funding in this category.

Placement in this funding category is not intended to be static from year to year, as it is expected that an intensive and co-ordinated approach will result in behavioural changes. Reviews should be conducted at least quarterly, and more frequently if warranted. Districts may claim students in subsequent years in this category only if they are justified in doing so because of particular circumstances surrounding the intensity of each student's case management.

Identification and Assessment

Note: the identification and assessment process may need to be modified, expedited or waived temporarily when a student is endangering the safety of self or others.

Initial identification of these students may begin in the classroom, although they are often identified in the home or community. Teacher observations and perceptions should be fully documented in consultation with the school-based team.

In addition, the behavioural status of the student should be verified by school district or community based personnel qualified to administer Level C tests.

Planning and Implementation

School districts are advised to plan their resource allocation to allow them to respond quickly to emerging cases requiring a community response throughout the year. Since the expectation is that resources and interventions

provided will result in behavioural change, it is recommended that resources not be tied on an ongoing basis to a particular school or setting, but that there be sufficient flexibility to move resources as necessary when new priorities emerge.

Personnel

Personnel should, at minimum, meet the standards described under "Moderate Behaviour Disorders" (see Section E21: Students with Behaviour Disorders, including Rehabilitation Programs).

Students with Multiple Disabilities:

Those Who are Physically Dependent with Multiple Needs (Dependent)

Definition

A student with dependent needs is completely dependent on others for meeting all major daily living needs. She/he will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene. Without such assistance and personal care support, attendance at school would not be possible. Many students may also require health care as defined in the *Inter-Ministerial Protocols*. The estimated prevalence in British Columbia of school-age students requiring this very intense level of service is .07% of the student population.

These students must be receiving an additional special educational service on a regular and ongoing basis to be eligible for special education funding in this category, and a current IEP must be in place.

Some students are born with conditions or disabilities that make them dependent, while others acquire conditions or disabilities. For some students, increasing independence as they learn and grow is a reasonable expectation. For other students, decreasing independence may occur due to degenerative conditions or terminal illness.

To be eligible for supplemental funding in this category, the following conditions must be met:

- the student must meet the above eligibility criteria;

  and

- a current IEP must be in place;

  and

- the student must be receiving specific additional service directed at the identified special needs. Direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

A student who has been formally identified and assessed as having dependent needs is considered by the Ministry of Education for special education funding beyond that provided for low-incidence conditions.

Assessments should integrate current, relevant information related to their intellectual, social/emotional, sensory, physical and communicative abilities, as well as their ability to perform activities of daily living at school. There must be an Individual Education Plan that recognizes the broad range of intellectual abilities of the student, and that addresses the specific educational, health and personal care needs as well as the strategies to address those needs.

Developing an appropriate plan for a student with multiple needs frequently requires input from a number of specialists who are not typically part of a school-based team. These might include medical professionals, representatives of the Ministry of Social Services and the Ministry of Health, and individuals with expertise in augmentative/alternative communication. However, for ongoing management the team should include only key personnel.

Careful documentation and clear procedures are required to address the health needs of these students while in school. Therefore, the following should be incorporated into the planning:

- available medical assessments;
- health care plans; and
- special emergency procedures.

Refer to the *Inter-Ministerial Protocols for the Provision of Supplementary Services to Schools*, "In-School Support for Special Needs Students", and to Section G25: In-School Support for Special Needs Students, for further details.

Planning and Implementation

In providing services to a student with dependent needs, unique issues around seating, lifting, positioning, movement, feeding, medication, hygiene and safety will have to be addressed by the school-based team. Many of these can be carried out in a classroom environment, but others, for reasons of privacy and dignity, require a more secluded space. The student will also require adaptations to the learning environment to participate in aspects of school life and to maximize independence. The student should have access to as many parts of the school as possible, to increase opportunities for participation. Equipment accessibility in these areas will also have to be addressed. Adaptations to facilities or equipment to allow access to school areas and programs should be made as quickly as possible where physical barriers exist (see Sections G1: Access to School Facilities; G3: Access to Equipment; G5: Access to Technology Support; and Section H61: Appendix H for more detailed considerations). The Provincial Integration Support program can provide information and strategies to maximize participation by students with multiple disabilities.

Recent and ongoing technological advances in adaptive devices related to computer access, environmental controls and augmented communication have greatly enhanced learning opportunities for students with dependent needs. It is expected that specialist staff will stay informed about current developments and introduce new technology as appropriate. The services of the SET-BC program may be appropriate for some of these students (see Section H17: Appendix C).

A student with a degenerative and/or terminal condition who is or becomes dependent should have normal routines maintained as long as possible. Health care plans will need regular updating and will need to include emergency procedures to meet individual needs and circumstances.

Evaluation and Reporting

It is expected that districts and schools will include students with dependent needs in regular evaluation and reporting. Some students with dependent needs are of average or above average intellectual ability and can meet the learning outcomes identified in the prescribed curriculum if appropriate adaptations are made to instruction and assessment methods. The method of evaluation will be consistent with the IEP and with ministry reporting policies in respect to the use of comments and/or letter grades.

Some students may require extensive modifications to parts or all of their program so that the learning outcomes will be substantially different from the regular curriculum. In these cases, evaluation will be based on the degree to which the goals and objectives in the IEP are achieved. Evaluation would be referenced to individually set standards.

Reports to parents should be provided on the same schedule used for all students. Progress should be reported with respect to all components of the program and with reference to progress in relation to the IEP goals. Reports should indicate the adaptations and modifications made to the student's educational program. All personnel directly involved in the ongoing educational program (e.g., classroom teacher, specialist teacher, speech-language pathologist) should report on student progress.

Student Progress should be evaluated using a range of assessment techniques. These may include criterion-based measures, curriculum-based assessments, teacher observations, samples of student work, and the extent to which IEP goals have been achieved.

Personnel

Teachers and other professionals

The Ministry of Education expects that with sufficient training and experience, classroom teachers will be competent in including students with dependent needs, provided that support is available. Inservice training

opportunities and a collaborative team approach are recommended to support and encourage the development of the skills required.

Teachers with responsibilities for supporting students with dependent needs should fulfill the qualifications described for learning assistance (see Section D1: Learning Assistance Services). In addition, they should have advanced coursework in:

- the characteristics and needs of students with dependent needs;
- specialized instructional methodologies and technologies; and
- adaptation and modification of programs for students with dependent needs.

There may also be a need for a qualified health professional to monitor the quality of health services on a regular basis. Protocol agreements with the Ministry of Health identify the health care of students with dependent needs. Responsibilities under these agreements are outlined in Section G25: In-School Support for Special Needs Students. Districts should ensure that staff who serve students with chronic and complex health needs are trained and qualified to perform the functions required.

Teacher assistants

Teacher assistants who work in classrooms with students with dependent needs should have sufficient skills and training for the duties they are assigned, including:

- an understanding of the social, emotional, and educational implications of dependent needs;
- functional life skills and career development; and
- technological support.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop expertise in these and related areas.

Resources

For more information on developing an appropriate plan for the student, consult the *Handbook for Integrated Case Management* (Child and Youth Secretariat, 1993).

The Provincial Integration Support Program is an outreach service mandated to assist schools throughout British Columbia in meeting the educational needs of students with multiple/severe disabilities. This program is available to provide information, inservice and teaching strategies to

support the classroom teacher and support team to meet the educational needs of the student with multiple/severe disabilities. Further information may be obtained from:

The Co-ordinator
Provincial Integration Support Program
1525 Rowan Street
Victoria, B.C. V8P 1X4

Phone: (604) 595-2088
Fax: (604) 592-5976

Students with Multiple Disabilities:

Those Who are Deafblind

Definition

A student with deafblindness has a degree of visual and auditory impairment which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational, and social skills.

To be considered deafblind the student's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss.

Students who are identified and assessed as deafblind are eligible for supplemental funding as students with multiple disabilities when the following conditions are met:

- a current IEP must be in place;

  and

- direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

Districts should have current information that describes the sensory acuities (vision and hearing), physical development, orientation and mobility (skills and knowledge), social development, academic abilities, educational achievement, and communicative competence of students who are deafblind.

This information is best obtained for students who are deafblind through a multidisciplinary assessment process.

Planning and Implementation

The needs of students who are deafblind are varied. Therefore instruction should be adapted and the curriculum modified to reflect individual needs. Many students who are deafblind have potentially useful hearing and/or vision which enhances their potential for integration into the classroom. However, specific intervention and appropriate support should be available in order for each student to develop and learn. The student's educational requirements and any special measures that are to be taken in order to help meet those requirements must be documented in a formal Individual Education Plan.

When an IEP is developed, the following needs should be considered:

- communication skills;
- social skills;
- orientation and mobility skills;
- visual skills;
- auditory skills;
- daily living skills;
- academic skills;
- specialized skills in reading (e.g., Braille, large print, closed captioned TV (CCTV));
- specialized skills in mathematics (e.g., abacus, Nemeth Code);
- access to technology (e.g., tape recorders, microcomputers); and
- study skills and note-taking strategies.

Evaluation and Reporting

Reports of student progress should be based on the goals, strategies and outcomes outlined in the IEP. Some students who are deafblind are able to meet the objectives of the curriculum if appropriate adaptations are made to instruction and assessment methods.

Parents should receive reports on the student's progress for all aspects of the IEP as part of the school's usual reporting process.

Personnel

As the educational strategies that are effective for students with a single sensory impairment are frequently ineffective with students with the dual sensory impairment of deafblindness, school districts should ideally use the services of qualified teachers of the deafblind to meet the needs of students who are deafblind. If these personnel are not available then it is recommended that consultation services for district personnel be sought from other sources such as the Provincial Outreach Program for Deafblind Students (see below).

If the support of an intervenor or a teacher assistant is warranted, the classroom teacher should consult with specialist personnel to assist him or her in developing, directing and monitoring the assistant's or intervenor's activities. Teacher assistants or intervenors should have sufficient training and understanding of deafblindness for the duties they are assigned.

Resources

Provincial Outreach Program for Deafblind Students

The Provincial Outreach Program for Deafblind Students is available to provide consultative services to B.C. school districts enrolling deafblind students. Consultants work with the team of service providers to help them plan and implement a consistent program designed to meet the needs of the deafblind student in the school, the family and the community. The consultants are educational specialists in the field of deafblindness. Their experience and training has qualified them to provide support to other professionals and parents working with deafblind students.

Further information may be obtained from:

The Co-ordinator,
Provincial Outreach Program for Deafblind Students,
12600 Blundell Road,
Richmond, B.C. V6W 1B3

Phone: (604) 668-7810
Fax: (604) 668-7812

Provincial School for the Deaf

In some instances the needs of students with deafblindness cannot be met locally or regionally. This may be true when the students require an environment with other students who use sign language as their primary means of communication. The Provincial School for the Deaf in Burnaby has a program for students with deafblindness staffed by specialist teachers of the deafblind. Referrals to the Provincial School for the Deaf and other Provincial Resource Programs for the Deaf and Hard of Hearing may be made through the Provincial Educational Review Committee for the Deaf and Hard of Hearing (PERCDHH). See Section E51: Students who are Deaf or Hard of Hearing: Resources.

Provincial Resource Centre for the Visually Impaired/SET-BC

School districts may borrow learning resources, reference materials and equipment for use with students with deafblindness from the Provincial Resource Centre for the Visually Impaired (PRCVI) and in some instances from Special Education Technology-British Columbia (SET-BC). See Sections H13 and H17: Appendix C.

Auditory Training Equipment (ATE)

School boards are responsible for referring students who have a hearing loss to the Ministry of Health for a needs assessment to determine whether auditory training equipment for classroom use is required. The Ministry of Education makes auditory training equipment available to school districts for the use of deaf and hard of hearing students in public and independent schools and provides for routine maintenance. Procedures for obtaining auditory training equipment are outlined in Section H11: Appendix C.

Specialized equipment grants

Targeted funds are provided on an annual basis for students who are deafblind to assist school boards in providing the specialized equipment required by these students. See Section H11: Appendix C.

When considering the purchase of specialized equipment school districts should be aware that the fitting of hearing prostheses, or any fitting related activities, may come under the jurisdiction of the Board of Hearing Aid Dealers and Consultants, and may involve liability for the school district and/or individuals operating under its mandate.

Protocol to support pre-school children

A protocol has been established in recognition of the unique needs of young children who are deafblind who require the specialized skills of teachers of the deafblind. This protocol allows for boards to contract the services of teachers of the deafblind, visually impaired and/or deaf and hard of hearing to local agencies, preschools or parents.

Students with Physical Disabilities or Chronic Health Impairments

Definition

A student is considered to have a physical disability or chronic health impairment based on the need for special educational services due to one or more of the following:

- nervous system impairment;
- musculoskeletal condition; and/or
- chronic health impairment.

Medical diagnosis, by itself, does not determine the special educational services required by students with physical disabilities or chronic health impairments. Students are only eligible for funding in this category if their education is adversely affected by their physical disabilities or chronic health impairments.

To be eligible for supplemental funding for a student in this category, the following conditions must be met:

- the student must meet one or more of the above criteria;

and

- a current IEP must be in place;

and

- direct, ongoing special education service(s) must be provided. These services should be outlined in the IEP and directly related to the student's identified special need(s). The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

Assessments should integrate current, relevant information related to the student's intellectual, social/emotional, sensory, physical and communicative abilities as well as his or her ability to perform activities of daily living at school. Individual Education Plans should take into account specific health care and personal care needs, and outline specific strategies to address those needs. An extended school-based team would typically include medical professionals and consultation with parents in order to develop and implement an effective IEP.

Planning and Implementation

Medical diagnosis, by itself, does not determine the special educational services required by a student with physical disabilities or chronic health impairments. It is the extent and impact of the physical/medical condition, and the consequent need for services which enable the student to access an educational program and participate in a meaningful way, that are the determinants.

For some students, increasing dependence is expected due to degenerative conditions or terminal illnesses. It is important that these students be encouraged to maintain normal routines as long as possible. At the same time, it is essential that the educational system affirm the rights of students and families to participate meaningfully in the individualization of the student's educational program. Health care plans will need regular updating and will need to include emergency procedures to meet individual needs and circumstances.

Students with physical disabilities or chronic health impairments should have opportunities to participate in school activities to the greatest extent possible. Adaptations to facilities or equipment to allow access to school areas and programs should be made as quickly as possible where physical barriers exist. Refer to Sections G1: Access to School Facilities; G3: Access to Equipment; G5: Access to Technology Support; and Section H61: Appendix H for more detailed considerations.

In all situations where there is contact with body fluids, personnel are advised to follow the "Universal Precautions" (see Section H23: Appendix E), and to contact the medical health officer as laid out in the *School Act* (section 9(4)) where there is a concern about safety of others.

Evaluation and Reporting

In most cases, students with physical disabilities or chronic health impairments will take part in the regular program with the necessary adaptations. Evaluation will be based on the regular standards (i.e., extent to which learning outcomes were achieved). The method of evaluation will be consistent with the IEP and with ministry reporting policies in respect to the use of comments and/or letter grades.

Some students may require extensive modifications to parts of their program so that some of their learning outcomes will be substantially different from the regular curriculum. In these cases, evaluation will be based on the degree to which the individualized outcomes are achieved. Evaluation would be referenced to individually set standards.

Reports to parents should be provided on the same schedule used for all students. Progress should be reported with respect to all components of the

program, and with reference to progress in relation to IEP goals. Reports should indicate the adaptations and modifications made to the student's educational program. All personnel directly involved in the ongoing educational program (e.g., classroom teacher, specialist teacher, speech–language pathologist) should report on student progress.

Personnel

Teachers and other professionals

The Ministry of Education expects that with sufficient training and experience, classroom teachers will be capable of including most students with physical disabilities and chronic health impairments and providing a program in which they can be successful, provided that specialist support is available when needed. Inservice training opportunities and a collaborative team approach are recommended to support and encourage the development of the skills required.

Teachers with responsibilities for supporting students with physical disabilities or chronic health impairments should fulfill the qualifications described for learning assistance (see Section D1: Learning Assistance Services). In addition, they should have advanced coursework in:

- the characteristics and needs of students with physical disabilities and chronic health impairments; and
- specialized instructional methodologies and technologies; and adaptation or modification of programs for students with physical disabilities or chronic health impairments.

There also may be a need for a qualified health professional to monitor the quality of the health services. Protocol agreements with the Ministry of Health identify the needs of these students as falling into three levels. Responsibilities under these agreements are outlined in Section G25: In-School Support for Special Needs Students. Whenever there is any doubt as to who should provide health care in the school setting, the district staff and the school principal shall consult with the parents, the local health unit or the attending physician. Districts should ensure that staff who serve students with chronic and complex health needs are trained and qualified to perform the functions required.

Recent and ongoing technological advances in adaptive devices related to computer access, environmental controls, and augmented communication have greatly enhanced learning opportunities for students with physical disabilities. Staff will need to stay informed of current developments and introduce new technology as appropriate. The service of SET-BC may be appropriate for some of these students (see Section H17: Appendix C).

Teacher assistants

Teacher assistants who work in classrooms with students with physical disabilities or chronic health impairments should have sufficient skills and training for the duties they are assigned, including:

- an understanding of the social, emotional, and educational implications of dependent needs;
- functional life skills and career development; and
- technological support.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop expertise in these and related areas.

Students with Visual Impairment

Definition

Visual impairment is a generic term which covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision, and cortically visually impaired.

For educational purposes, a student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment. It is *not intended to include students described as having visual perceptual difficulties* unless they also have a vision loss as described below.

For information pertaining to students who are deafblind, see Section E37: Students with Multiple Disabilities: Those Who are Deafblind.

To be eligible for supplemental funding as a visually impaired student, the following three conditions must be met:

- in the opinion of an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at British Columbia's Children's Hospital, the student's functioning may be described by one of the following:
  - ✓ a visual acuity of 6/21 (20/70) or less in the better eye after correction;
  - ✓ a visual field of 20 degrees or less;
  - ✓ any progressive eye disease with a prognosis of becoming one of the above in the next few years; or
  - ✓ a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less;

  and
- a current IEP must be in place;

  and
- The student must be receiving additional special education services that are directly related to the student's visual impairment on a regular and frequent basis from a qualified teacher of the visually impaired. The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

School districts should co-operate with Ministry of Health personnel to ensure all students participate in a vision screening program for the identification and prevention of visual impairments. Schools should also request a vision and hearing screening whenever they suspect a student is experiencing difficulties or is having trouble learning. These programs should be conducted by local health personnel in accordance with the inter-ministerial protocol, "Generalized School Health Services".

The school district should develop and implement referral procedures to ensure that every visually impaired student is identified, and receives an appropriate educational program.

In order to plan the educational program the teacher of the visually impaired should conduct a functional vision assessment to identify the educational implications of the student's vision loss. In the case of students with a severe visual impairment, a qualified orientation and mobility instructor should also assess the students' skills in orientation and mobility.

Planning and Implementation

A component essential to the establishment of an effective system of delivery of services to students with visual impairment is the availability of qualified, experienced teachers who have regular classroom experience and in addition are competent to adapt materials, teach Braille, use visual aids and technological devices and plan, develop, deliver, and monitor all aspects of schooling affected by visual impairment.

With appropriate support services, many students can follow the curriculum with adaptation of learning resources or instructional methods. When necessary, however, the curriculum should be modified to reflect individual needs. The student's educational requirements and any special measures that are to be taken in order to help meet those requirements should be documented in a formal Individual Education Plan.

When an IEP is developed, the following needs should be considered:

- orientation and mobility skills;
- visual skills;
- specialized skills in reading (e.g., Braille, taped books, enhanced print, CCTV);
- specialized skills in mathematics (e.g., abacus, Nemeth Code);
- access to technology (e.g., Braille 'n Speak, tape recorders, computers);
- daily living skills;
- social skills;
- vocational planning and skill development;

- study skills and note-taking strategies; and
- concept development.

Orientation and mobility (O&M) is an essential component of the curriculum for students with severe visual impairments. It provides students with the skills necessary to know where they are in the school or community, where they want to go and how to get there in a safe and efficient manner with as much independence as possible. Orientation and mobility training should not be restricted to the school environment but should include other environments in which the student is required to function at different times of the day.

At the secondary level, school districts may develop and approve orientation and mobility programs or Brailling programs for visually impaired students as locally developed or independent study courses for credit toward graduation.

Most students with visual impairment require specialized equipment (e.g., Braillers, closed-circuit televisions, cassette recorders, optical aids) and adapted learning resources (e.g., Braille texts, enlarged print books, tapes). These tend to be very bulky. Schools should ensure there is adequate, accessible storage available to the student.

A working or instructional area for instruction in specific skill development by the itinerant or resource teacher should also be provided. This instructional area should be conducive to effective instruction (i.e., in compliance with health and safety codes, quiet, adequately lit, ventilated and free from distractions).

Evaluation and Reporting

The student's IEP should outline the specific strategies which will be used to evaluate the student's progress. Parents should receive reports on the student's progress for all aspects of the IEP as part of the school's usual reporting process.

Due to factors such as visual fatigue, slow reading and writing speed, and the visual components of evaluation tools such as video or maps the student may require adaptations to the usual classroom testing situation. Such adaptations could involve additional time, the use of a reader or scribe, the use of specialized equipment, reduction in the volume of work to be completed while retaining the same learning outcomes, the provision of a description of the visual components, such as a video, and the use of an alternate setting for completing the work. These adaptations should be documented in the student's IEP and monitored for their appropriateness and effectiveness.

For students writing provincial examinations, Braille, large print, computer disk and audio tape copies of the examinations can be provided if applied for well in advance. See Section G7: Adjudication: Provincial and Scholarship Examinations for more information on procedures for adapting provincial examinations to accommodate students with visual impairment.

Personnel

Teacher of the visually impaired

Where supplemental funding is requested by districts for students with visual impairments, teachers must have appropriate qualifications. The ministry defines a qualified teacher of the visually impaired as one with:

- a valid B.C. Teaching Certificate, and
- a Master's degree or diploma in the education of the visually impaired.

Where a district is unable to employ a teacher of the visually impaired, this requirement may be met by providing regular services through sharing arrangements with other districts or through a fee-for-service arrangement with qualified specialist teachers of the visually impaired.

Orientation and mobility instructor

To ensure that students have access to appropriate orientation and mobility services, school districts should obtain services from qualified orientation and mobility instructors. The ministry defines a qualified orientation and mobility instructor as one who:

- meets standards established by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER); **or**
- has a Master's degree in orientation and mobility; **or**
- has completed post-graduate studies in orientation and mobility which include at least 300 hours of supervised practice in orientation and mobility working with individuals with a variety of visual impairments.

They should have a solid foundation and expertise in the areas of education of students with visual impairment and child growth and development. They should also demonstrate skills in human relations and communication.

Many teachers of the visually impaired have taken additional training and are also qualified as orientation and mobility instructors. In other cases, school districts may find it necessary to contract for specialized orientation and mobility instructors to provide this training.

Teacher assistants

If the support of a teacher assistant is warranted the teacher of the visually impaired should consult with the classroom teacher to assist him or her in developing, directing, and monitoring the assistant's activities. Teacher

assistants should have sufficient training and understanding of visual impairments for the duties they are assigned, and be able to demonstrate an understanding of the social, emotional and educational implications of vision loss.

Teacher assistants working with Braille-using students should either have, or be working in a timely manner toward completion of, a Braille transcribing course (see Section H21: Appendix D).

Braillists

Districts enrolling Braille-using students will need to obtain Braille transcription services for tests, examinations and teacher-made materials. These transcription services can be provided by a staff Braillist or they can be contracted to a Braillist or the Canadian National Institute for the Blind (CNIB).

If the district does not have a qualified Braillist it may apply to have personnel trained through the Braille correspondence course (see Section H21: Appendix D).

Resources

Provincial Resource Centre for the Visually Impaired - SET-BC.

School districts may borrow learning resources, reference materials and equipment for the use of students with visual impairments from the Provincial Resource Centre for the Visually Impaired (PRCVI) and Special Education Technology-British Columbia (SET-BC) (See Sections H13 and H17: Appendix C).

Specialized equipment grants

Targeted funds are provided on an annual basis for students who are visually impaired to assist school boards in providing the specialized equipment required by these students (see Section H11: Appendix C).

Protocol to support pre-school children

A protocol has been established in recognition of the unique needs of young children who are visually impaired and who require the specialized skills of teachers of the visually impaired. This protocol allows for boards to contract the services of teachers of the visually impaired to local agencies, preschools and parents.

Students who are Deaf or Hard of Hearing

Definition

For educational purposes a student considered to be deaf or hard of hearing is one who has a medically diagnosed hearing loss which results in such a substantial educational difficulty that he/she requires direct services on a regular, frequent and ongoing basis by a qualified teacher of the deaf and hard of hearing.

Students with a diagnosis of central auditory processing dysfunction are not traditionally served by teachers of the deaf and hard of hearing unless there is an additional diagnosis of peripheral hearing loss.

For information pertaining to students who are deafblind, see Section E37: Students with Multiple Disabilities: Those Who are Deafblind.

To be eligible for supplemental funding as a deaf or hard of hearing student the following conditions must be met:

- a medical diagnosis of hearing loss has been made;

  and

- a current IEP must be in place;

  and

- the student must be receiving special education services that are directly related to the student's hearing loss on a regular, frequent and on-going basis from a qualified teacher of the deaf and hard of hearing The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g., learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

Most children with significant hearing loss will have been identified through an audiological assessment prior to entering the school system. A few children, however, particularly those with less severe hearing loss, may not have been identified prior to school entry. Under the audiological services protocol agreement between the Ministries of Health and Education, all students in the initial school entry year receive a hearing screening. Any student who fails the screening should be referred to the nearest health unit or audiology clinic for a complete hearing assessment. Indeed, any student referred for special education services during his or her school career should be referred for a hearing assessment in order to determine whether an intermittent or chronic hearing loss is the primary cause of any exhibited learning or behavioural problem.

Hearing loss is generally measured in terms of decibel loss using standards agreed on internationally. However, decibel losses do not always correlate with educational implications and are therefore not a sole criterion for determination of need for educational intervention. Any degree of hearing loss has educational implications, so following the identification of a student's hearing loss an assessment to determine the strengths and weaknesses of the student in the areas of language development and communication skills may be required. This assessment, usually administered by a teacher of the deaf and hard of hearing, may include the administration of standardized tests in the areas of ability and achievement, as well as curriculum-based assessment and observation and teacher reports. Program planning decisions and recommendations for placement of the student in a specific program should occur only once a full assessment has been completed.

A critical part of the assessment process is determining the method of communication to be used in the educational setting. While the majority of students who are hard of hearing will develop English language skills through the use of appropriate amplification and oral instruction, some students, often with more severe hearing losses, will require either an English-based sign system or American Sign Language. School districts are responsible for assessing the most enabling language(s) to allow a student who is deaf or hard of hearing to fully access the curriculum, and for providing staff with the qualifications to meet the specific communication needs of individual students.

Planning and Implementation

The educational program for a student who is deaf or hard of hearing should not be confined to the regular program but should also include specific instruction in:

- language development;
- auditory management;
- speech development;
- speech reading;
- sign language as required; and
- deaf culture when appropriate.

In addition to addressing the direct effects of hearing loss and language development, the IEP should address the social and vocational needs which arise as a result of the hearing loss and which are known to be significant.

Most students who are deaf or hard of hearing can and should be educated in their local school district. Typically, programming for students with hearing loss involves one or more of the following services:

- a regular class with direct, frequent support from a qualified itinerant teacher of the deaf and hard of hearing;
- a resource room staffed by a teacher of the deaf and hard of hearing;
- a self-contained class staffed by a teacher of the deaf and hard of hearing who has access to the appropriate support services; and/or
- an individual program for students with hearing loss and additional special needs.

The prevalence of hearing loss is low. Therefore, the provision of a full range of services within a single school district is not always feasible. In such cases, school districts are encouraged to collaborate to provide regional programs that serve the needs of students in several districts. In particular, the social and emotional needs of adolescent students who are deaf or hard of hearing may require more than itinerant services. Where there are a sufficient number of students, local or regional school programs for the deaf and hard of hearing should be developed to launch a flexible and comprehensive program complete with qualified staff and the appropriate support services.

When the needs of a particular deaf or hard of hearing student cannot be met locally or regionally, or where special circumstances prevail, the student may be referred to the Provincial Educational Review Committee for Deaf and Hard of Hearing students for recommendations for programming and/or determination of eligibility for Provincial Resource Programs designed for students with hearing loss.

Evaluation and Reporting

School districts are responsible for developing clearly defined policies and procedures which include a mechanism for:

- assessing the effectiveness of local programs for deaf and hard of hearing students;
- monitoring the educational program of a student placed in a regional or provincial setting to ensure continued appropriateness; and
- evaluating student progress specific to the additional service provided by a teacher of the deaf and hard of hearing. Such evaluation may result in adjustment of communication methodology, recommendations for either additional or reduced service, recommendation for alternate placement, etc.

It is expected that students who are deaf or hard of hearing will follow the regular evaluation and reporting procedures of the district. Specific comments regarding progress in the areas of language development and communication skill, as well as other areas identified on the IEP, should be included in the report.

Personnel

Teachers of the deaf and hard of hearing

Where supplemental funding is requested by districts, teachers must have appropriate qualifications. The ministry defines a qualified teacher of the deaf and hard of hearing as one with:

- a valid B.C. Teaching Certificate; and
- certification, or eligibility for certification, by the Association of Canadian Educators of the Hearing Impaired (ACEHI).

Where a district is unable to employ a qualified teacher of the deaf and hard of hearing, this requirement may be met by providing services through sharing arrangements with adjacent districts or through a fee-for-service arrangement with qualified specialist teachers of the deaf and hard of hearing.

Visual language interpreters

A visual language interpreter, often referred to as an interpreter or sign language interpreter, should meet standards established by:

- the Registry of Interpreters of the Deaf, Inc. (R.I.D), **or**
- the Association of Visual Language Instructors of Canada (AVLIC);

or be a graduate of the Douglas College Visual Language Interpreter Training Program or an equivalent program from another institution.

Teacher assistants

If the support of a teacher assistant is warranted, the teacher of the deaf and hard of hearing should consult with the classroom teacher to assist in developing, directing, and monitoring the assistant's activities. Teacher assistants working with students who are deaf or hard of hearing should have sufficient training and understanding of hearing loss for the duties they are assigned. Teacher assistants should be able to demonstrate:

- an understanding of the social, emotional and educational implications of hearing loss; and
- competence in the communication mode of the student(s).

Where the role of the teacher assistant is to facilitate communication between the student and others in the environment the district should ensure the teacher assistant can demonstrate proficiency in the communication mode of the student. In instances where sign communication and/or oral interpretation is required and the individual is not a qualified interpreter, districts are advised to arrange for qualified interpreters to evaluate the communication competency of the teacher assistant.

Resources

Provincial Education Review Committee for Deaf and Hard of Hearing Students

The Provincial Education Review Committee for Deaf and Hard of Hearing Students (PERCDHH) is a ministry-appointed body which may, upon the request of a district:

- advise a district regarding the educational needs of a student who is deaf or hard of hearing;
- determine eligibility for admission to any of the Provincial Resource Programs for Deaf and Hard of Hearing Students; and
- recommend to the school district a specific Provincial Resource Program that best meets the educational needs of the student.

Referrals may be made to:

The Secretariat,
Provincial School for the Deaf,
5455 Rumble Street
Burnaby, B.C. V5J 2B7

Phone: (604) 664-8560
TTY: (604) 664-8563
Fax: (604) 664-8561

Auditory Training Equipment

School boards are responsible for referring students who have a hearing loss to the Ministry of Health for a needs assessment to determine whether auditory training equipment for classroom use is required (Ministerial Order 149/89, the Support Services for Schools Order). The Ministry of Education makes auditory training equipment (ATE) available to districts for the use of deaf and hard of hearing students in the public schools of British Columbia, and provides for routine maintenance. Procedures for obtaining auditory training equipment are outlined in Section H11: Appendix C.

Jericho Outreach Program

The Jericho Outreach Program for deaf and hard of hearing students is available to provide consultative and support services to school districts.

Further information may be obtained from:

Outreach Consultant
Provincial School for the Deaf
Jericho Outreach Program
5455 Rumble Street
Burnaby, B.C. V5J 2B7

Phone: (604) 664-8560
Fax: (604) 664-8561
TTY: (604) 664-8563

Resource centre

A Resource Centre for deaf, hard of hearing and speech materials has been established as part of the outreach program of the Provincial School for the Deaf to permit teachers of the deaf and hard of hearing and other district personnel to review recent professional publications, assessment tools and media materials.

Specialized equipment grants

Targeted funds are provided on an annual basis for students who are deaf and hard of hearing to assist boards in providing the specialized equipment required by these students. See section H11: Appendix C: Auditory Training Equipment (ATE).

When considering the purchase of specialized equipment, school districts should be aware that the fitting of hearing prostheses, or any fitting related activities, may come under the jurisdiction of the Board of Hearing Aid Dealers and Consultants, and may involve liability for the school district and/or individuals operating under its mandate.

Funding for cochlear implant recipients

When a child has had a cochlear implant, he or she requires (re)habilitation over and above the services normally provided to deaf and hard of hearing students. A special grant is available on application from the Ministry of Education to provide such specialized support. Applications should be made to the Special Education Branch. Funds are available for a maximum of three consecutive years, following date of implant.

Protocol to support pre-school children

A protocol has been established in recognition of the unique needs of young children who are deaf and who require the specialized skills of teachers of the deaf and hard of hearing. This protocol allows for boards to contract the services of teachers of the deaf and hard of hearing to local agencies, preschools or parents.

Students with Autism

Definition

The syndrome of autism is a condition characterized by a marked disorder of communication and a severe disturbance of intellectual, emotional and behavioural development. It is a syndrome defined and diagnosed through the observation of behaviours. The syndrome is caused by an underlying physical dysfunction within the brain or central nervous system, the exact nature of which is as yet unknown. The Ministry of Education uses the definition of autism as defined by the American Psychiatric Association.

Based on this definition, a student with autism exhibits impairment in:

- reciprocal social interaction;,
- verbal and nonverbal communication;
- imaginative activity; and
- restrictive, repetitive and stereotyped patterns of behavior, interest and activities.

To be eligible for supplemental funding, the following conditions must be met:

- a diagnosis of autism must have been made by appropriately qualified professionals;

  and

- a current IEP must be in place;

  and

- the student must be receiving additional special education services directly related to the autism on an ongoing and frequent basis. Reduction in class size is not by itself sufficient to meet the definition.

Identification and Assessment

For purposes of identification and assessment of a student for a diagnosis of autism, appropriately qualified professionals include the developmental/ assessment team at Sunny Hill Hospital for Children, or B.C. Children's Hospital, or Queen Alexandra Hospital, or a pediatrician/psychiatrist or a registered psychologist.

Students who present with any of the cluster of disabilities referred to as "pervasive developmental disorders" should not be identified in the autism funding category, but should be assigned to the category that best reflects the nature of their disabling conditions and the type and intensity of interventions required. These should be based on the assessment required in the category in which they are reported.

A student identified as having autism and in need of a special program should be assessed in order to identify areas of both strength and need, and to plan appropriate educational programs based on that information. The assessment should integrate information related to vision and hearing (sensory acuity), physical development, social adjustment, communicative competence, academic abilities and educational achievement. Districts are encouraged to use school-based teams as the vehicle for initiating and monitoring all assessment and program planning activities.

Planning and Implementation

Each student's educational program should be identified in a timely manner in a current IEP that addresses the goals set out in the planning process. Taking individual needs into account, program objectives should include the improvement of:

- socially adaptive behaviours and social responsiveness;
- motor development;
- communicative competence; and
- academic performance.

Many children with autism receive services from other ministries. Personnel should work co-operatively with other agency staff. An improvement in a student's adaptive behaviour and skills should result in a greater range of functional skills directed at community living. To assist in this improvement, efforts should be made to co-ordinate school programs with other community activities. This functional skill development should be reflected in a student's IEP.

Career exploration, job skills training and work experience should be an integral part of the secondary school experience for students with autism.

Procedures and timelines for reviewing intended instructional outcomes should be clearly noted in each student's IEP.

Evaluation and Reporting

It is expected that districts and schools will include students with autism in regular evaluation and reporting. Reports of student progress should be based on the goals, strategies, and outcomes outlined in the IEP. Since extensive program modifications are usually required, evaluation should be based on the degree to which the individual learning outcomes are achieved (see Section H37: Appendix F). IEPs should identify any adaptation of student assessment procedures that are required to provide a fair appraisal of the knowledge and skills a student with autism has acquired.

Reviews of student progress should involve the student, if appropriate, and the parents or guardians. They should determine whether the pre-established goals are being attained, and should identify any adjustments to the instructional program which are required.

Personnel

Specialist staff

Teachers working with students with autism should have or acquire skills and training in behaviour management, communication, motor development and the development of social skills. As well, teachers should display those skills necessary to plan, develop, implement, and evaluate functional and realistic individual programs. Teachers should also have competence in establishing transdisciplinary teams and in supervising/co-ordinating the work of classroom assistants and other relevant personnel.

The need for specialist support personnel for students with autism varies, depending on the student's situation. Where district support services are required, such as psychoeducational assessment/intervention or speech-language pathology, students with autism should be granted equitable access to this assistance.

Teacher assistants

Teacher Assistants who work in classrooms with students with autism should have sufficient skills and training for the duties they are assigned, Including:

- shaping appropriate behaviour;
- stimulating communication;
- developing skills for independent living; and
- facilitating peer interaction and relationships.

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop key skills.

Resources

Gateway Provincial Resource Programs are provided for students with autism.

Gateway House is a residential resource operated by the Ministry of Social Services. The school program is funded by the Ministry of Education and administered by School District No. 37 (Delta). Educational services are provided during the regular school year and for six weeks of summer school. Students are placed in Gateway House by the Ministry of Social Services.

The Gateway outreach program is available to provide assessment and consulting services to school district personnel.

Gateway Provincial Resource Program
4812 Georgia Street
Delta, B.C. V4K 2S9
Phone: (604) 946-3610
Fax: (604) 946-2956

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Provincial Resource Programs

In addition to the regular block of funds allocated to school districts for the provision of public education, the Province also funds a group of education alternatives known as Provincial Resource Programs (PRPs). These programs are intended to assist districts to meet the educational needs of students in exceptional circumstances.

There are over 50 PRPs in operation throughout the province serving approximately 6,000 school-aged individuals. Some of these programs are operated in co-operation with other provincial ministries, including Attorney General, Health and Social Services. PRPs enable students to continue learning while in hospitals, treatment centres or containment centres. Other PRP facilities provide specific services for students with special needs throughout the province, either on an outreach basis or within a provincial centre.

Each year, the Ministry of Education establishes a budget for the operation of PRPs. Districts submit their proposed budgets for the coming school year, including anticipated operating expenditures. A PRP review committee comprising ministry staff considers all budget requests submitted by school boards, on an individual program basis.

Ministry policy for the approval of Provincial Resource Programs is governed by the *School Act*, section 182 (2)(f) which provides that the minister may make an order "establishing and causing to be operated Provincial Resource Programs and Provincial Schools in British Columbia and providing in them specialized types of education."

Eligibility for Provincial Resource Program Status

Educational programs which may be eligible for designation as a Provincial Resource Program are:

- Youth Custody Centres and Residential Attendance Centre programs operated or contracted by the Ministry of Attorney General which provide educational programs for youth 19 years of age or younger, and which have been established in accordance with the current protocol agreements signed between the Ministry of Education and the Corrections Branch of the Ministry of Attorney General.
- Residential programs for the treatment and/or rehabilitation of children and youth of school age which include an educational program and which have been established with the mutual agreement of the Ministry of Health and/or the Ministry of Social Services and the Ministry of Education in accordance with current protocol agreements.
- Educational programs located in hospitals where the majority of students are not ordinarily resident in the school district in which the hospital is located and where the program has been established in accordance with current protocol agreements.
- Special Education Technology Centres designated by the minister for the purpose of providing support services to school districts to assist them in meeting the needs of students who are technology dependent, have physical disabilities or are visually impaired.
- Unique programs for exceptionally low-incidence populations may be considered for designation as a Provincial Resource Program when it has been demonstrated that the number of such students is so low and the nature of the special needs so severe as to preclude the operation of a suitable program in most school districts. The majority of students in such programs may not be residents of the district.

School districts may apply to the minister to have a program designated as a PRP if it meets any of the above criteria and the majority of students in the program would not normally be residents of the district.

Procedures for Designation

For a program to be designated under section 182 (2) (f) of the *School Act* as a Provincial Resource Program, and in order to be funded, the following is required:

1. A board seeking to operate a Provincial Resource Program must
   (a) apply in writing to the minister, providing all information required by the minister;
   (b) submit to the minister a proposed budget in an approved form; and
   (c) provide the minister with a written copy of the criteria for admission of students to the program.
2. A board seeking to renew a designation of a program as a Provincial Resource Program must comply with sub-sections (a), (b), and (c) of section 1 above.
3. The minister will review an application by a board for the designation or the renewal of designation of a program as a Provincial Resource Program and may approve or not approve the application as submitted.
4. Unless the minister orders otherwise, the designation of a program as a Provincial Resource Program will be for one year only.
5. Grants paid to a board for the operation of a Provincial Resource Program must be accounted for as trust funds and must be included in the audited financial statements of the board.
6. The minister may cancel the designation of a program as a Provincial Resource Program at any time if the board operating the Provincial Resource Program fails to admit students in accordance with the written criteria submitted by the board pursuant to section 1(c) above.

1995/96 Provincial Resource Programs

SCHOOL DISTRICT	PROGRAM
#3 (Kimberley)	SET-BC
#22 (Vernon)	SET-BC
#24 (Kamloops)	High Valley Camp Residential Attendance Centre
#27 (Cariboo - Chilcotin)	Nenqayni Treatment Centre Spring Lake Youth Ranch
#31 (Merritt)	Residential Young Offenders Centre
#33 (Chilliwack)	Centre Creek
#35 (Langley)	Campbell Valley Centre Langley Youth Resources Centre Intensive Child Care Resource (ICCR) Provincial Programs for Deaf and Hard of Hearing Students: Uplands Elementary Mountain Secondary Youth Futures School
#36 (Surrey)	Adolescent Day Treatment Program
#37 (Delta)	Gateway Consultation and Support Services Gateway Residential and Day School
#38 (Richmond)	Provincial Outreach Program for Students with Deafblindness
#39 (Vancouver)	Canuck Place School Program Children's Hospital Educational Program Eileen Corbet Reception Centre G.F. Strong Rehabilitation Centre Intensive Child Care Resource (ICCR) Peak House Youth & Family Centre SET-BC (provincial site and regional site) Shaughnessy - Adolescent Psychiatric Unit Study Centre Sunny Hill Hospital Educational Program Transition Program for Academically Gifted Students Vancouver General Hospital Educational Program
#40 (New Westminster)	Royal Columbian Hospital Educational Program

SCHOOL DISTRICT	PROGRAM
#41 (Burnaby)	Burnaby Youth Custody Centre Holly Open Custody Centre Provincial School for the Deaf Maples Regular School Maples Student Assessment Provincial Day Treatment for Eating Disorders Provincial Oral Program Southview Custody Centre Willingdon Youth Custody Centre
#42 (Maple Ridge - Pitt Meadows)	Boulder Bay Youth Custody Centre Rainbow Ridge
#43 (Coquitlam)	Intensive Child Care Resource
#52 (Prince Rupert)	SET-BC
#54 (Bulkley Valley)	Smithers Residential Attendance Program
#56 (Nechako)	SET-BC
#57 (Prince George)	Camp Trapping Intensive Child Care Resource (ICCR) Prince George Youth Custody Centre SET-BC
#59 (Peace River South)	SET-BC
#61 (Greater Victoria)	Jack Ledger House Provincial Integration Support Program Queen Alexandra Hospital Educational Program Victoria General Hospital Educational Program Victoria Youth Custody Centre SET-BC
#62 (Sooke)	Provincial Program for Deaf and Hard of Hearing Students: David Cameron Elementary Dunsmuir Junior Secondary
#68 (Nanaimo)	Wiseman House
#70 (Alberni)	Kakawis Family Development Centre
#72 (Campbell River)	Lakeview Youth Camp Woodside School
#75 (Mission)	Swo Welles Lalem

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For Easy Reference

Access to School Facilities

Several special education resource issues are addressed in the School Facilities Branch document, *Preparing Your Capital Plan*. School boards are responsible for providing facilities which allow equality of access to educational programs for students with special educational needs, and should use their annual capital allowance of the block for small renovation projects to make schools accessible. A practical and student-centred approach is to address the facility's needs when new construction or renovations are planned and approved, and to complete those changes to existing buildings that are possible and reasonable as students' needs are identified. This is a long-term planning process that should, wherever possible, anticipate student arrivals and any exceptional facility needs.

The ability of students with special educational needs to access school facilities affects the inclusion of these students in the overall school environment. Planning should ensure that students with special needs have access to the school facilities and all aspects of the school program. This access should be as seamless as possible; that is, there should not be an obvious distinction that some feature is only for students with disabilities.

When new construction or renovations to existing spaces are approved, facilities that will meet the requirements of special needs students should be included in the planning. It is far less costly to design accessibility features at the outset, ensuring that they or an infrastructure are in place, than to retrofit at a later date.

See Section H61: Appendix H, for more details on planning school facilities to ensure accessibility.

Access to Equipment

Students with special needs should have access to equipment provided as part of the general educational program in the school. Since in many instances equipment can be purchased which can be used equally well by students with special needs and by others, every effort should be made to make access as "seamless" as possible. New and existing schools should make every effort to ensure that new capital equipment meets the needs of the broadest range of students and/or can be adapted to expand this range as needed.

In addition, the ministry makes the following supplemental provisions for equipment to accommodate students with special education needs and to enable an appropriate education program:

- Auditory training equipment is loaned to school districts to support the education of students with hearing loss through a protocol agreement between the Ministries of Health and Education. For information on procedures for obtaining this equipment, see Section H11: Appendix C.
- The Provincial Resource Centre for the Visually Impaired (PRCVI) provides some equipment for students with visual impairments. For additional information, see Section E45: Students with Visual Impairments; and H13: Appendix C.
- The Special Education Technology-BC (SET-BC) system provides adapted technology for augmentative communication and computer access. For additional information, see Section H17: Appendix C.

When the district plans a new or renovated facility, the capital submission should include necessary equipment which will enable access for students with special education needs for consideration in the capital grant.

Access to Technology Support

There is a variety of technology supports available to support students with special needs and their teachers.

Support for Staff

The Community Learning Network (CLN) has a Special Education Menu which provides current information on a number of topics. In addition, a bulletin board for networking on special topics is included.

Under contract with the Ministry of Education, the B.C. Teachers' Federation provides an Integration Support Line for teachers, teacher assistants, and administrators to support the inclusion of students with special needs. In Vancouver, the number to call is (604) 871-1864; for the rest of the province the toll-free number is 1-800-876-8542.

Support for Students

Please refer to Section H11: Appendix C for information regarding access to the Auditory Training Equipment program; Section H13: Provincial Resource Centre for the Visually Impaired; and Section H17: Special Education Technology-British Columbia (SET-BC) program.

Adjudication: Provincial and Scholarship Examinations

(Note: Adjudication policy is under review)

References

Ministerial Order M145/90, General Requirements for Graduation from an Educational Program

Ministerial Order M205/95, Graduation Requirements Order

Handbook of Procedures: Grade 12 Provincial and Scholarship Examinations and Transcripts (Examinations Branch, Ministry of Education)

Adjudication is a process administered by the Examinations Branch of the Ministry of Education whereby the Provincial Board of Examiners gives consideration to a school principal's request for permission to modify the administration of Grade 12 Provincial Examinations. Modifications to the content of the examination papers are **not** considered. Adjudication is intended only for students who are able to achieve the intended learning outcomes for the course to be examined. Adjudication is required when the student is unable to write the examinations as they are usually administered due to either predictable or unpredictable circumstances.

Predictable Circumstances – A "Predictable Circumstance" is a situation in which a student who has historically been identified as a special needs student requires adaptation to the administration of the Provincial Examination in order to enable the student to take the examination.

Unpredictable Circumstances – An "Unpredictable Circumstance" is an unforeseen event such as an injury, illness or death in the family which adversely affects a student's ability to write a Provincial Examination.

If a student falls under either category of circumstances, the student's principal may request that the Provincial Board of Examiners consider the case for adjudication.

In response to an adjudication request under the category of predictable circumstances, the Board of Examiners may decide to:

- Adapt the student's examination paper format (e.g., authorize the use of a special format examination – Braille, large print and/or tape). If a large print version of the examination is requested, the school will be asked to include a sample of the size and style of font. For students with hearing loss the instructions may, if necessary, be interpreted (e.g., English to Sign Language) for clarity.
- Adapt the student's means of recording (e.g., microcomputers, Braille-writers, tape recorders, typewriters, readers). For students who require adaptations to the means of recording, the Board of Examiners encourages the use of technology. The use of thesaurus or dictionary

is not permitted. If a scribe is used, please ensure the transcription is verbatim.

- Adapt the setting of the examination (e.g., allow the student to write the examination in a segregated setting with appropriate invigilation). The invigilator should be a teacher who has not instructed the student in the subject being examined during the school year.
- Allow the teachers of students with visual impairments, hearing loss, physical disabilities and severe learning disabilities to be available to assist the invigilator with technical difficulties (e.g., equipment malfunction or problems with special format examinations) if requested by the invigilator.
- Change the length of the examination session (e.g., allow the student additional time to write the examination).
- Allow breaks during which the student is supervised.

It is anticipated that those students with exceptional educational needs who, throughout their schooling, have required adapted testing situations, but who have not required modification of program learning descriptors or learning outcomes, will also require adapted administration procedures for Provincial Examinations. In these cases, since the substance of the program will not be changed, the adaptation of testing procedures will not in any way limit the student's opportunity to successfully complete the general requirements for graduation with a Dogwood Certificate. For those students who require modification of expected learning outcomes, a certificate of school completion may be appropriate.

School districts must ensure that records are kept of the nature of the adaptations to students' examination procedures that have been made in the past. A summary of this information will be required to support requests for adjudication. The adaptations of the various testing situations must be described in each student's current Individual Education Plan.

Making a Request for Adjudication

Only the Board of Examiners can authorize adaptations to Provincial Examination procedures. In order for a student to receive consideration from the Board of Examiners, a completed Request for Adjudication form must be submitted.

The necessary forms and information regarding required supporting documentation and deadlines for requests can be found in the *Handbook of Procedures: Provincial and Scholarship Examinations and Transcripts*. This handbook is updated yearly and mailed in the fall to every secondary school principal and district administrator of special education in the province.

Administering adjudication requests takes time. Requests for adjudication will not be considered if submitted after the designated deadlines or if they are incomplete.

Further information about the adjudication process is available from:

Co-ordinator, Adjudications
Examinations and Assessment Branch
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 1X4

Phone: (604) 356-9386
Fax: (604) 3587-3682

Appeals/Resolution of Conflicts

References

School Act, sections 9 and 11

Canadian Charter of Rights and Freedoms: A Decision Maker's Guide to Judicial Review (Ministry of Attorney General, 1989)

Ombudsman Act, section 10

Schedule to the *Ombudsman Act*, sections 7 and 11

Section 11(2) of the *School Act* gives parents and students the right to appeal to their board of school trustees, within a reasonable time, any decision of an employee of the board which significantly affects the education, health or safety of a student. Section 11(1) states that "decision" also includes failure to make a decision.

Section 11(3) of the *School Act* directs school districts to establish, by bylaw, an appeal procedure.

The following matters may be of particular concern to parents of students with special needs:

- identification and assessment of special needs;
- planning of programs;
- process for placement decisions;
- review of a particular placement or program;
- review of Individual Education Plans (IEPs);
- provision of necessary related services; and
- disciplinary procedures.

See Section H23: Appendix E, for further information on appeal procedures.

The powers, duties and jurisdiction of the Ombudsman are set out in sections 10 and 11 of the *Ombudsman Act*.

Child Abuse Prevention

References

Inter-Ministry Child Abuse Handbook (revised 1988) (Crown Publications, Victoria, British Columbia)

Inter-Ministerial Protocols for the Provision of Support Services to Schools, (Crown publication, Victoria, British Columbia, 1990)

Ministerial Order 151/89, the Investigation by Superintendent Order

Learning for Living Primary-Graduation Curriculum Guide, (1990)

Annotated Resource Guide of Child Abuse Education.

Help Stop Child Abuse: A Handbook for Employers and Volunteer Co-ordinators, (1994)

Child abuse, as defined in the *Inter-Ministry Child Abuse Handbook* (Revised 1988), includes physical, emotional and verbal neglect and/or abuse and sexual abuse. Child protection legislation mandates the reporting of suspected child abuse and/or neglect to the Ministry of Social Services. Educators should ensure they have current knowledge in this area and that legislative requirements are being met. They have a legal responsibility to report all suspected cases of abuse and neglect to the Ministry of Social Services and to follow the appropriate protocol procedures when reporting a case.

The *Inter-Ministry Child Abuse Handbook* (revised 1988) is a joint publication of the five social service ministries. The handbook contains reporting protocols for specific ministries, and outlines indicators of abuse, reporting responsibilities and the roles of the ministries in responding to cases of child abuse. The Ministry of Education has established protocols for use by school districts when dealing with suspected cases of child abuse in schools and when the alleged offender is a school district employee. The protocol outlines the superintendent's responsibilities in investigating situations in which neglect may be alleged. In the *Inter-Ministerial Protocols for the Provision of Support Services to Schools,* the protocol agreement on "Family and Child Services to Support Children in School" outlines the obligations of each ministry with regard to protection services for all children.

Children with special needs are potential victims of child abuse in equal or possibly greater numbers than other children. Educators who work with special needs children need to be aware of the indicators of child abuse and neglect. Child abuse prevention training has been made available to all school districts in British Columbia. A list of district child abuse prevention education contact persons is included in the *Annotated Resource Guide of Child Abuse Education.*

Child and Youth Secretariat

References

Integrated Case Management Handbook, (1993)

Composition

The Child and Youth Secretariat consists of Assistant Deputy Ministers from the ministries that have major responsibility for services to children and youth: Education, Health, Social Services, Attorney General, and Women's Equality. Recommendations from the Secretariat are ultimately directed through the Deputy Ministers' Committee to Government. Mandate and operations of the Secretariat are currently under review.

Mandate

The mandate of the Secretariat currently includes:

1. Strengthening and integrating regional and local Child and Youth Committees and establishing formal provincial liaison with the committees.
2. Reviewing the overall system of services to children, youth, and their families and, in consultation with Child and Youth Committees and other interested groups, making recommendations intended to strengthen integrated approaches to policy development, planning, monitoring and service delivery.
3. Ensuring effective provincial co-ordination and implementation of existing and planned inter ministry policy, protocol and program initiatives and reviewing and formulating responses to issues, including recommendations by the Ombudsman.
4. Establishing formal liaison with the Ombudsman's Office's child and youth team in order to identify and resolve matters of mutual concern regarding cross-ministry issues.

Staff

Senior staff are seconded to the Secretariat. At the operational level, the linkage between the Secretariat staff and the Ministry of Education is through the Special Education Branch.

Regional and Local Child and Youth Committees

School districts are encouraged to participate in the operation of local Child and Youth Committees to address in an integrated way the special needs of children and youth in their communities and to maximize the use of the collective resources of their members.

The Secretariat office is located at

141A-333 Quebec Street
Victoria, B.C. V8V 1X4
Phone: (604) 356-0831
Fax: (604) 356-0837

Distance Learning for Students with Special Needs

References

School Act, sections 1, 13(1)(b), 13(3), 182(2)(h)

Ministerial Order 141/89, the Correspondence Education Order

From time to time, students with special needs, particularly those who are hospitalized or homebound for unusually long periods, may require an educational program delivered through correspondence.

School districts should establish policies and procedures related to the provision of correspondence education. These policies must reflect relevant sections of the Act and the Ministerial Order.

Any person who is enrolled in a public or independent school in British Columbia is entitled, with the permission of the principal, to take one or more correspondence courses, provided he or she meets the academic prerequisites set by the minister. The board shall pay the regional correspondence school fee as set out in the Correspondence Education Order.

Enrolment in a correspondence course remains valid for a period of no more than two years.

Freedom of Information and Protection of Privacy

References

Freedom of Information and Protection of Privacy Act (1992)

Districts should ensure that practices for the collection, use and disclosure of personal student information comply with section 27(2) of the *Freedom of Information and Protection of Privacy Act.*

Under the *Freedom of Information and Protection of Privacy Act,* students and their parents have a right to know what individual student information is being collected and the purpose for which it is being used.

Parents and the young person should be informed of the information which is being shared and the purpose for the sharing.

Section 97 of the *School Act,* and Ministerial Order 14/91, the Student Records Disclosure Order, permit the student record kept by the board for a student or child to be disclosed to a person who is planning for the delivery of, or delivering, health services, social services or other support services to that student or child. This is consistent with the *Freedom of Information and Protection of Privacy Act,* which states under section 33(d) that a public body may disclose personal information "for the purpose of complying with an enactment of, or with a treaty, arrangement or agreement made under an enactment of, British Columbia or Canada".

Full Day Kindergarten

References

School Act, section 3

Form Completion Instructions: Form 1513, Superintendent's Report on Special Education Enrolment

Some students who are identified as having special education needs are eligible for 950 hours of instruction immediately upon attaining the age of eligibility for Kindergarten. These are students who:

- are dependent handicapped;
- have moderate, severe, or profound intellectual disabilities;
- are deaf or hard of hearing;
- have visual impairment;
- have autism; and/or
- have physical disabilities.

School districts may claim these students for full day special education funding and report them on Form 1513 in September of the year in which they are admitted to school, providing that an appropriate Individual Education Plan has been developed to address their special educational needs.

To ensure continuity when a child has been in a special needs preschool or child development centre program, districts are advised to co-ordinate the entry of the child to school and the planning of the Kindergarten program with programs which have been offered in the preschool years. In some cases, school districts may elect to contract for services through a preschool or child development centre for some portion of the child's educational program in the Kindergarten year.

Home Schooling

References

School Act, sections 3(2), 12, 13, 14

School Regulation, section 3

Ministerial Order 125/90, the School Board Fees Order

Ministerial Order 151/89, the Investigation by Superintendent Order

Independent School Act, sections 1(2), 9

The *School Act* permits parents to educate their children at home if they provide their children with an "educational program". Parents or guardians are not required to obtain school approval or supervision for such programs. They are, however, required to register home-schooled children by September 30th each year. Registration may be with any of the following:

- a public school in the district in which the parent or guardian resides;
- a regional correspondence school that serves the district in which the parent or guardian resides; or
- an independent school in British Columbia.

Registration of home-schooled children must be recorded on Form 1701 (Student Data Collection Form) and not on Form 1513 .

In accordance with the School Regulation and School Board Fees Order, the school shall provide a registered child with the option of obtaining educational services and materials free of charge, subject to the terms and conditions established by the board. School districts should ensure that their policies and procedures specify the services and resources available to home-schooled children who have special education needs.

In-School Support for Special Needs Students

This protocol agreement deals with three levels of service.

Level I

These are personal care procedures necessary where a student requires assistance with feeding, dressing, toileting, or mobility while in school. Teacher assistants have generally provided these services, although teachers have sometimes elected to perform them. The protocol at this level is simply a "status quo" statement of what is currently in place.

Level II

The protocol addresses the implementation and supervision of health procedures necessary while a child is in school, and which would ordinarily be provided by a parent or guardian if the child were at home.

These routines include, but are not limited to, gastrostomy feeding and related care, administration of pre-established and prescribed routine oxygen, administration of pre-measured and prescribed medication, seizure management and ostomy care.

Seizure management in this protocol refers to a situation where the child is having frequent and severe seizures.

The protocol agreement requires that the training be child-specific. This means that if a teaching assistant is trained to perform a procedure with one child, it does not qualify him/her to perform the procedure on another child without training for that specific child. This requirement for training has been included in the protocol agreement for the protection of both the child and the staff.

In instances where teachers elect to carry out Level II procedures, they are subject to the same training requirements.

The Ministry of Health is solely responsible for providing or arranging for the necessary training and supervision for Level II procedures.

Level III

These are procedures which are very specialized, including, but not limited to, tracheostomy care, ventilator care, suctioning and catheterization. These may only be carried out by a nurse holding an active licence to practise in British Columbia, or by rehabilitation personnel, working under written instructions from the child's physician.

Catheterization refers to a situation where a sterile procedure is required.

In some instances, these procedures are currently being carried out by teacher assistants. Where school boards have staff carrying out these Level III procedures, they are advised to discuss this with the local Health Unit or Health Department, as these procedures are the sole responsibility of the Ministry of Health, which includes Health Units and Health Departments.

Independent Schools

Special Education Grants are made available to group 1 and 2 independent schools which provide a special education service to qualifying students, as determined by the *Independent School Act*.

When a student with special needs requires support services and/or equipment, it is the responsibility of the administrator of the independent school to make provision for the services and/or equipment required to provide an educational program.

Some additional funds are provided to independent schools as Special Education Grants for independent schools. These modest grants are provided on a targeted basis and are determined annually, based on public school special education expenditures. Specific predetermined amounts are granted for students who display eligibility based on the criteria summarized below. All other special education funding is included in the regular per student grants paid to qualifying independent schools.

Students for which grant application is made must be receiving an additional service, which is over and above the regular program, clearly identifiable as a special education program or service and which requires additional expenditures. Approval of all applications requires the submission of significant documentation of the student's disability, including specific scores verifying the student's status. All students claimed for must meet the specific criteria listed below, be assessed by appropriately qualified professionals and have the approval of the provincial Review Committee, appointed by the Inspector of Independent Schools.

Grants

Grants are made available in the following categories.

High Intervention

This category provides assistance for a small number of students who have an exceptional disability. They may be physically dependent with multiple needs, or, in addition to having severe physical disabilities, they may also be greatly challenged by one or more disabling conditions which require high-cost intervention. High intervention includes programs for:

- students who are dependent handicapped;
- deafblind students, also referred to as multi-sensory deprived;
- students who are blind and requiring Braille support;
- students who are deaf and requiring a full-time signing or oral interpreter; and
- students who are medically fragile.

Moderate Intervention

This category provides funding for students who may require some additional personal instruction during the day, and/or support from a part-time program assistant. Moderate intervention includes programs for:

- students with moderate to severe intellectual disabilities (mental disabilities);
- students who are physically disabled;
- students with visual impairment;
- students who are deaf or hard of hearing; and
- students who are autistic.

Part-time Personal Care Attendants

Some students with the exception of those in the High Intervention category (where assistance is already provided) may require some additional personal care assistance above and beyond the educational program. These students would demonstrate significant health and personal care needs and would be funded on a part-time basis.

Severe Behaviour

This program includes the additional costs related to providing educational programs to students whose behaviour is sufficiently serious that they are known to schools and community personnel as presenting a serious risk to themselves or others, and whose behaviour significantly interferes with their school progress or that of others.

Special Education Schools

Special education schools are independent schools which exclusively serve students with learning disabilities, behavioural disorders, or who are deaf or hard of hearing, requiring instruction in groups of six or fewer students for most of the school day.

Further inquiries should be directed to:

Independent Schools Branch
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 1X4
Phone: (604) 356-2503
Fax: (604) 387-9695

Integrated Case Management

References

A Handbook for Integrated Case Management (1993)

Freedom of Information and Protection of Privacy Act (1992)

To provide an effective service to troubled youth and their families, it is becoming increasingly recognized that the co-ordination of a variety of services from various agencies is required. An integrated case management model is a preventative intervention process which can result in maintaining or returning a young person to a circumstance of least possible intervention.

This model uses a team approach to develop and monitor a treatment or care plan. The team is composed of representatives from all agencies who are providing services to the individual and is managed by the individual student, a parent, or one of the other team members. Among other advantages, this approach provides for sustained continuity of care for an individual with complex needs should individual team members change.

Documents from a student's file should be disclosed to members of the integrated case management team on a 'need to know' basis which is consistent with freedom of information and protection of privacy legislation. Procedures should be put in place to protect the security and confidentiality of the case management files.

Every person providing services to a student with special needs holds the responsibility to initiate an integrated case management process. If two or more workers are involved in the same case, along with the parent and the individual, they should identify a case manager and develop an integrated case plan.

Whenever possible the parent or older youth should manage co-ordination of services that they require in the community. In some cases, however, this may be difficult because of factors relating to the youth, parents or caregivers and the case management team. In these cases the team may have to prepare and enable the family to acquire the skills, independence and confidence to manage their problems. Ultimately the goal is to prepare and enable each individual to manage his or her own affairs if possible.

Once a case manager has been identified, the team should gather and pool information as soon as possible to generate a complete picture of the case circumstances and identify strengths and problems. This information will provide material on which to build an integrated case plan. (Note: provisions of the *Freedom of Information and Protection of Privacy Act* govern the exchange of information).

Regular team meetings should take place to monitor the case and prevent crises from occurring. Should a service not readily available from the team members be needed, a request should move forward within the mandated ministry or at the local or regional Child and Youth Committee.

Transfer or closure of the case should be a purposeful event and reasons should be documented. Closure should be by consensus of team members. Where the youth moves to a new location, team members should assist the individual or family to make contacts in the new community. School districts are encouraged to transfer student information to the new location in a timely manner. Evaluation of the process allows the team to analyze the success of the plan and identify issues and barriers which may be useful in future planning.

The Child and Youth Secretariat publication, *A Handbook for Integrated Case Management*, provides more details on the development and implementation of an integrated case management approach, as well as various useful integrated case management forms.

Inter-Ministerial Protocols For the Provision of Support Services to Schools

References

Ministerial Order 149/89, the Support Services for Schools Order

Family and Child Services Act

Inter-Ministry Child Abuse Handbook (1988)

Inter-Ministerial Protocols for the Provision of Support Services to Schools (1989)

"Rehabilitation Resources Programs: Program Management Protocol" (March, 1989)

In-School Support for Students with Special Needs: Care Coordinator Resource Guide, Second Edition, September 1991 (Ministry of Health, Continuing Care Division, Victoria, B.C.)

In responding to the Report of the Royal Commission on Education, 1988, the Government of British Columbia developed protocol agreements among the Ministry of Education, the Ministry of Health, the Ministry of Social Services, and the Ministry of Attorney General. These were published as *Inter-Ministerial Protocols for the Provision of Support Services to Schools* in October, 1989.

The participating ministries reached agreement on ten key principles to guide the development and support the implementation of the protocols. The first of these principles is the provision of student support services in ways that support and facilitate the primary task of schools: enhancing student learning. Each protocol agreement includes:

- the ministries involved in the agreement;
- a background statement to clarify current status;
- the target population for services;
- the services to be provided; and
- the obligations of each ministry.

Fourteen of the protocols focus on a particular school or student support service:

- Audiological services.
- Generalized school health services.
- School environment and health inspection of schools.
- Educational programs in containment/attendance centres.
- Educational programs for treatment centres and hospitals.

- Preschool programs for children with special needs.
- In-school support for special needs children.
- Services to children and young people of school age with severe mental, behavioural, and emotional disorders.
- Psychological services.
- Physiotherapy and occupational therapy.
- Speech and language therapy.
- Family and child services to support children in schools.
- Provision of specialized equipment.
- Policing in school and on school property.

A fifteenth protocol, which is an agreement to track the impact of the protocols, is designed to ensure that a follow-up mechanism is provided with a view to determining areas needing adjustment over a ten year implementation period.

The "Rehabilitation Resource Programs: Program Management Protocol" between the Ministries of Social Services and Education, issued in March 1989, is incorporated in the protocol agreements, as are the pre-existing Operations Protocols between the Ministries of Education and Attorney General which govern the operations of educational programs in Youth Custody and Attendance Centres.

The following are some key elements of the agreements that can provide direct benefits to students:

- Sharing information (within provisions of freedom of information legislation).
- Co-ordinating service responses such as interventions in cases of abuse and neglect.
- Providing specialized services.
- Avoiding duplication of services.
- Shortening response time.

It is intended that the agreements form the framework for ongoing discussion and service development at the local level. An important mechanism which can help meet the needs of the local community is the establishment of an Inter-Ministerial Child and Youth Committee. These committees, which include representatives of the various ministries, school districts and other key agencies in the community, can co-ordinate the efforts of various agencies and personnel in the community by establishing and maintaining a co-operative inter-agency and interdisciplinary approach. In addition, effective local committees can provide data to assist participants in planning their base services in the community.

Child and Youth Committees, when operating effectively at the local level, can assist school district representatives to ensure that necessary support services are provided to the school to assist them in meeting their obligations to students with special needs registered in the school district.

Learning Resources

The ministry learning resources acquisition model places the authority for learning resources selection and acquisition at the local level and is guided by Ministerial Order 165/93, the Educational Program Guide Order, as amended by Ministerial Order 295/95.

The diversity of students with special needs who are integrated into classrooms requires that a wide range of learning resources be available to support the educational program. Educators may wish to ensure that the local acquisition of learning resources includes provincially recommended or locally evaluated titles from several of the following media: software, video, print, manipulatives and optical formats such as CD-ROM and laser disks.

Teachers should ensure that there is congruity between the content of learning resources used and the intended learning outcomes as stated in the IEP. They should also ensure that alternate formats such as Braille, large print, closed captioning, and audiotaping are available where students require them. When alternate format materials not currently available through the Provincial Resource Centre for the Visually Impaired (see Section H13: Appendix C) are required, copyright clearances must be obtained from the holder prior to production. Therefore, teachers should plan sufficiently in advance for the acquisition of any alternate format materials so that they will be available when required in the classroom.

In many cases, provincially recommended resources are already available in alternate formats, or assistance is available in reformatting them. The "Catalogue of Learning Resources", along with the annotations published by the ministry, provides a wealth of information on each recommended learning resource.

For more information on recommended resources contact:

Learning Resources Branch,
Ministry of Education,
Parliament Buildings,
Victoria, B.C. V8V 1X4

Phone (604) 387-5331
Fax: (604) 387-1527

Removal for Health and Safety

References

School Act, sections 6, 109

School Regulation, section 6(1)(a)

Inter-Ministerial Protocols for the Provision of Support Services to Schools (1989)

British Columbia's *School Act* makes the following provision for the removal of a student from school:

> 109. (4) If a teacher or administrative officer suspects a student is suffering from a communicable disease or other physical, mental or emotional condition that would endanger the health or welfare of the other students, the teacher or the administrative officer, as the case may be, shall report the matter to the school medical officer, to the school principal and to the superintendent of schools for the district and may exclude the student from school until a certificate is obtained for the student from the school medical officer or a private medical practitioner permitting the student to return to school.

Local policies and procedures should focus on proactive preventative measures rather than giving sole attention to reactive processes.

The Ministry of Health (November 1993) has provided guidelines for precautions to be taken to prevent the spread of communicable diseases (see Section H23: Appendix E, for information on universal precautions).

Local agreements with employee groups may determine or influence the procedures adopted.

The board must continue to make available an educational program for any student removed or excluded from school for health or safety reasons. It is therefore recommended that boards establish policies and procedures related to the provision of educational programs to excluded students.

Student Records: Use and Management

References

School Act, sections 9, 97

Freedom of Information and Protection of Privacy Act (1992)

Ministerial Order 14/91, the Student Records Disclosure Order

A student record is defined in legislation as any record of information in written or electronic form pertaining to (a) a student, or (b) a child registered with a school but receiving a home education. Under the *Freedom of Information and Protection of Privacy Act*, a student record includes any written record regarding a student.

Section 97(1) of the *School Act* requires that boards shall establish and maintain a record for each student and each child registered with the board's school.

This section also requires a board to permit a person providing health services, social services or other support services to obtain from the records information that is required to carry out those services.

Written procedures regarding storage, retrieval and appropriate use of student records must be established by boards, with provisions to ensure confidentiality and privacy for students and their families. In the case of students with special needs this section is particularly important because clinical reports are often made available to school districts with the consent of the students' parents/guardians. Districts should ensure that practices for the collection, use and disclosure of personal student information comply with section 27(2) of the *Freedom of Information and Protection of Privacy Act*.

Section 9 of the *School Act* entitles a student and his or her parents "to examine all student records kept by a board pertaining to the student while accompanied by the principal or a person designated by the principal to interpret the records." Information may also be requested by individuals through the *Freedom of Information and Protection of Privacy Act*, subject to the exceptions allowed by the Act.

Records maintained for students with special education needs will typically include information related to identification and assessment, an Individual Education Plan and relevant follow-up and review data and information related to monitoring of progress or placement.

School districts should maintain records of those students resident in the district who have been placed by the board in Provincial Resource Programs or in programs in other districts. Districts should also monitor the appropriateness of these placements.

Transition Planning

Students experience significant transition points throughout their education, from home or day-care to kindergarten, from class to class, school to school, from school district to school district, and from school to post-secondary or work situations. These transitions almost always involve changes in:

- locations;
- expectations;
- rules;
- services;
- peer groups;
- staff;
- jurisdiction; and/or
- life-style.

The transition process for a student with special educational needs requires especially careful planning to ensure that the elements of the Individual Education Plan and the support services required to carry it out are not disrupted or lost in the process. In establishing procedures for transition points, school district personnel should keep in mind that transitions:

- are continuous;
- occur as part of a planned education program;
- involve preparation, implementation and evaluation;
- should be articulated in the Individual Education Plan; and that
- school teams should be aware of and use the services available for the transition process.

Transition planning involves individual transition plan development, student follow-up studies, and long-range planning. It is essential that school district and individual schools establish procedures to support collaborative consultation in the transition into and from the school system. Collaboration in transition planning should involve school personnel, district staff, representatives from community services such as pre-schools and post-secondary institutions, professionals from other ministries, parents and the students themselves. Students with special needs are at risk of being uninvolved in decision making, uninvolved in their community life, under-employed and unemployed, unable to access further education or training, and generally unable to lead fulfilling lives. For most transitions the roles and responsibilities will need to be formalized.

A carefully developed and co-ordinated transition plan will specify the supports and services necessary to enable the student to be successful at

school and in the community. Transition planning should begin at least one year before school entry, one year before the transition to another school, and two to three years before school leaving. Planning should be specific to individual student needs and should address the specifics in meeting those needs.

Plans should include the actions needed, the initiator for each action, approximate date for the action and completion or follow-up dates.

Transportation

References

School Act, sections 101, 103(2)(c)(iv)(B)

"The Preparation of a School Board Submission for a Capital Budget", (Ministry of Education, Facilities Branch)

Protocol Agreement: In-school Support for Special Needs Students

The Ministry of Education supports a broad range of transportation services for students enrolled in public schools. Function 7.70 of the Financial Management System encompasses transportation to and from instructional programs, including transportation services for students in special needs programs. Districts are authorized to provide these services either directly, by contract, or by payment of a transportation allowance.

The Ministry of Education provides funding to enable boards to fund the most appropriate transportation services/arrangements for students with special needs. These include:

- regular transportation;
- special transportation;
- transportation assistance to parents who drive their children;
- transportation for curricular, co-curricular, extra-curricular, and assessment activities;
- transportation between school and home for out-of-district students enrolled in Provincial Resource Programs; and
- special equipment to make transportation services accessible. Buses that will transport students with physical disabilities may require the installation of hydraulic lifts.

Districts are advised to develop policies/procedures related to transportation of students with special needs. In doing so, boards should consider the following:

- Unless it is in the educational interests of the student to do otherwise, regular transportation services should be provided as a first option.
- Transportation routes and schedules should be designed to ensure that students with special needs do not have their instructional time shortened.
- Students with special needs who require supervision should not be left unattended at transportation drop-off or pick-up points.
- For students with special health or behavioural concerns, districts should consider assigning support staff to accompany and supervise

these children on the bus; these staff should have appropriate training to deal with the student's needs while in transit.

- Where a student requires Level III health care procedures on a continuous or unpredictable basis, a qualified health professional provided under the protocol agreement with the Ministry of Health should accompany the student while in transit.
- Guidelines are set for walk limits and for maximum time in transit which allows provision for the individual needs of students with disabilities.
- Where appropriate, travel-training programs for special needs students (including orientation and mobility programs) should be provided as part of the Individual Education Plan.
- Whenever feasible, the use of public transit by the student should be considered to enhance student independence and growth.

Work Experience/Job Training

References

School Act, sections 94(6), 94(7), 104(1)(a), 182(2)(a)

Ministerial Order 139/89, the Pre-apprenticeship, Career Preparation and Work Study/Work Experience Programs Order

B.C. Reg 674/74, the Workers' Compensation Board Regulation

The career paths for students with special needs will be as varied as for other students. While some students will wish to enter a university or a community college, others may want an apprenticeship program. For some, perhaps because of their interests or the challenging nature of their special needs, an approach that includes extensive on-site training and the provision of technical aids may be required. Some students may require pre-job preparation and extensive simulation and practice.

Districts are encouraged to include strategies in their "Skills Now" plan to ensure that all students, including those with special education needs, are able to benefit.

Individual Education Plan

As in other areas of the curriculum, work experience and job training activities should be individualized for students with special needs. Such adjustments and support services should be documented in the IEP.

Training Experience for Secondary Students with Intellectual Disabilities

Since 1988, the ministry has provided job training funds for students with intellectual disabilities through the supplemental funding for special needs. To be eligible for Job Training funds, students must:

- meet the criteria for students with mild or moderate intellectual disabilities;
- have one or more career objectives on their written IEP for the current year;
- receive job training in real work sites in the local community;
- receive training in a variety of work sites throughout their secondary school years; and
- receive regular job training rather than isolated experiences.

Students with intellectual disabilities should have access to all career education opportunities available to students in the school that they attend, including job shadowing, career preparation, co-operative education and any

other career program or activity offered for students. Within the regular curriculum, accommodations for students with special needs may include:

- increased time for vocational training;
- appropriate on-site supervision and support in the workplace; and
- specific and direct opportunities to increase work-related skills such as appropriate communication, hygiene and dress, transportation and money skills.

Eligible students should be reported each year on the September 1513 enrolment form.

Developing a Transition Plan

Work experience and job training developed and incorporated as part of the Individual Education Plan form the beginning of the transition planning process. Three elements that help to make the transition process successful are:

- job exploration;
- student and parental input; and
- collaborative planning with community partners.

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Appendices

Appendix A: Funding Special Education Programs and Services

Funding for programs and services to enable school districts to provide appropriate educational programs to students with special needs comes from a variety of sources, including:

- operating grants to school districts;
- special purpose grants;
- targeted funds for specialized equipment;
- provincial services provided by the Ministry of Education with no direct cost to districts; and
- services provided by other ministries with no direct cost to districts.

Operating Grants to School Districts

The Funding Allocation System

Each year, the budget for the Ministry of Education provides funds for public education. The Funding Allocation System is the system used by the Ministry of Education to calculate the grants for operating the school districts. The purpose of the Funding Allocation System is to provide a mechanism for equitable distribution of the funds available for public school education in the 75 school districts in British Columbia.

Funding allocation

Funding for school districts is allocated in four areas:

- General Operating Grants, including core grants and specific district grants;

- Targeted Grants;
- Capital Support Grants; and
- Developmental Grants.

These grants are based solely on the Funding Allocation System and the individual district's enrolment, financial information and other data.

General Operating Grants

Core grants

Core grants account for the majority of every district's funding. Core grants allocate a standard amount of money per student, per school and per district.

Core grants provide funds for essential education programs such as libraries, counselling services, curriculum and course work, student supervision, student safety, computers and software, classroom supplies and equipment, baseline teacher salaries, career planning, program implementation, testing and assessment and health services.

Specific district grants

Specific district grants recognize the differences in the costs faced by districts to deliver the same level of service to students. They reflect the varying costs across districts due to enrolment in specific programs, geographic characteristics and educator salaries. The grants recognize the following factors in creating variations in cost:

- Career Programs;
- English as a Second Language;
- Program Cadre;
- Languages;
- Educator Salaries Adjustment;
- Geographic Adjustments;
- Small Secondary Schools;
- Growth, Facility Planning and Community Schools;
- Student Density;
- Operations and Maintenance; and
- Transportation and Housing.

Targeted grants

Targeted grants are funds that districts must spend in specific areas – special education programs, Aboriginal education programs, administration and learning resources.

Funds for specific programs in special education are allocated on the basis of:

- reported numbers of students actually receiving an additional or direct special service on a regular basis in programs that are in accordance with guidelines issued by the ministry; and
- provincial formulas for each category.

Districts should report their special needs pupils using forms 1513 and 1701 for inclusion in the calculation.

In addition, some services (such as learning assistance) are funded based on a formula which is driven by total student enrolment in the school district.

The additional amounts generated for special education programs and services are targeted within a global envelope. This means that districts may not budget or spend less than this targeted amount in providing additional services to students with special needs, but they may spend more. Individual categories of programs are not targeted. This allows local school districts flexibility within the target.

Capital support grants

Capital support grants are used to extend the operating life of schools.

Developmental grants

Developmental grants are grants for new government initiatives (including time-limited pilot projects) which have specific timelines and goals. Current ministry initiatives that fall under this category include:

- Implementation Training;
- Skills Now;
- School Meals;
- Inner City Schools;
- Kids at Risk;
- Teen Parent programs; and
- Year Round Schooling.

Some of these initiatives will eventually be completed, while others may continue with program funding incorporated into the general operating grants funding category.

Special Purpose Grants

Under the provisions of the *School Act* (section 131(1)) grants are provided to school districts which act as the administrative units for Provincial Resource Programs. The ministry meets the full cost of operations, within guidelines for various components of the program. Budgetary proposals are submitted for special purpose grants annually.

Specialized Equipment Grants

Targeted funds are provided on an annual basis to assist school boards in providing the specialized equipment required by students who are Deaf or hard of hearing, deafblind or visually impaired. They are calculated on the basis of a per student allocation, using the number of students reported by the district on form 1513. This amount is adjusted by the remoteness index, which accounts for differences in shipping costs between districts. The funds are held in a trust account, which allows for them to be accumulated from year to year until student needs are identified.

Provincial Services Provided by the Ministry of Education with No Direct Cost to Districts

The following services are funded in total by the Ministry of Education:

1. Services of the Provincial Resource Centre for the Visually Impaired (see Section E45: Students with Visual Impairment, for further information; and Section H13: Appendix C, for procedures).
2. Auditory Training Equipment for students with hearing loss (see Section H11: Appendix C, for procedures).
3. Services of SET-BC and selected specialized technology (see Section H17: Appendix C, for more information on SET-BC services).
4. Braille Correspondence Course for school district personnel working with Braille-using students (see Section H21: Appendix D, for information and procedures).

The only exceptions to the no-cost provision are cases in which materials or equipment on loan have been lost or damaged, in which case the school district is responsible for replacement.

Provincial Resource Programs

Section F describes these programs' funding procedures and criteria for eligibility.

Districts of residence do not currently bear any fiscal responsibility for the costs of students placed in Provincial Resource Programs. Budgets for these programs are handled through targeted grants to the administrative districts.

Where the Provincial Resource Program is not a residential program in which students are placed by another ministry, the Ministry of Education reimburses districts for the approved costs of the student's transportation and boarding.

Services Provided by Other Ministries with No Direct Cost to Districts

Child care support

- Under contract with school districts or community agencies, the Ministry of Social Services provides Child Care Workers to support programs for students with behaviour disorders. Often, these take the form of rehabilitation or alternate programs.

Audiological services

- Provided through Health Units and Health Departments on referral for those students who are suspected of having a hearing loss.

In-school support for medical procedures

- The Ministry of Health provides training for school staff who are responsible for carrying out Level II health care procedures and is responsible for direct provision of Level III health care procedures. For more information, see Section G25: In-School Support for Special Needs Students).

Appendix B: Classification of Educational and Psychological Tests (Levels A-C)

These guidelines relate to the use of psychological tests and the training of persons in testing and assessment practices. The guidelines focus on distinctions among levels of tests and their related restrictions; test user's qualifications and responsibilities; and restrictions for the purchase of tests. These guidelines are a summary of the B.C. College of Psychologists' *Guidelines for Educational and Psychological Testing: A Report of the Educational Policy Advisory Committee* (May, 1994).

These guidelines are based on the American Psychological Association, 1985, and Canadian Psychological Association, 1987, standards and guidelines for educational and psychological testing. The ministry is grateful to the College for the permission to use its document.

Please refer to the document for a more in-depth discussion.

Level A Tests

These are tests which can be adequately administered, scored and interpreted with the aid of the manual, a familiarity with the client population, orientation to the kind of setting within which the testing is done, and a general knowledge of measurement principles and of the limitations of test interpretations. This category includes most interest inventories, group or individual, and multiple-choice tests that employ a simple metric as the main avenue of interpretation (e.g., occupational clusters).

Administration of test

Training standards

No training beyond advanced level course (senior undergraduate or graduate) in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant.

Interpretation of test

Training standards

Minimum Standard: no training beyond advanced level course (senior undergraduate or graduate) in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant.

Best Practice: minimum standard plus regular consultation for quality assurance with someone who has Level B or Level C training.

Purchaser eligibility

Depends on publisher, but generally no restrictions except that the test must be ordered by the employee of the company directly responsible for

administration of the tests or an individual qualified to purchase Level B or Level C tests.

Level B Tests

These are tests which require specific training for administration, scoring and interpretation. These tests are more complex than Level A tests and require sophisticated understanding of psychometric principles, the traits being measured, the client population and clinical issues involved in the setting within which the testing is done. This category would generally include most individual or group tests of achievement or interest, screening inventories and personnel tests.

Administration of test

Training standards

Advanced level (senior undergraduate or graduate) course in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant. Minimum preparation includes training in psychometric principles (reliability, validity, test construction) and supervised experience in administering, scoring and interpreting tests.

Interpretation of test

Training standards

Minimum Standard: advanced level (senior undergraduate or graduate) course in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant including training in psychometric principles (reliability, validity, test construction), and direct supervised experience in administering, scoring and interpreting tests.

Best Practice: minimum standard plus regular consultation/supervision for quality assurance with someone with Level C qualifications.

Purchaser eligibility

These tests are available to individuals meeting the above training standards and to agencies where qualified test users are employed.

Level C Tests

Tests which require advanced (graduate level) training for interpretation in the specific professional field to which the tests apply (e.g., clinical psychology, counselling psychology, school psychology, industrial/organizational psychology). Some of these tests may also require this level of training for competent administration and scoring. These tests are more complex than Level A and B tests. They require an in-depth understanding of psychometric principles, the traits and constructs being measured, the client population, and the clinical issues involved in the setting within which the testing is done. In addition, these tests require a high degree of professional skill and judgement for their interpretation. This group would generally

include any aptitude or language or personality or clinical diagnostic test, group or individual.

Administration of test

Training standards

In situations where the person administering the test is closely and regularly supervised by a person qualified to use the test, some of these tests can be administered by someone with a minimum of a bachelor's degree in psychology or a related discipline. Academic or supervised clinical experience must include:

- training in the theoretical constructs underlying the specific test instruments;
- training in the administration, scoring, and interpretation of these instruments;
- training in psychometric principles; and
- direct supervision of administration and (if appropriate) scoring.

Interpretation of test

Training standards

Minimum Standard: a minimum of a master's degree in psychology or a related discipline and registration as a psychologist, or certification by the provincial school psychologists' association. Academic and supervised clinical experience must include:

- training in the theoretical constructs underlying the specific test instruments;
- training in the administration, scoring, and interpretation of these instruments;
- training in psychometric principles; and
- supervised administration, scoring and interpretation of these instruments.

Best Practice: minimum standard plus ongoing consultation/supervision for quality assurance with someone with Level C qualifications.

Purchaser eligibility

These tests are restricted to individuals who meet the training standards above and who are members of qualified professional organizations and to agencies who have Level C qualified test users overseeing the testing program.

Appendix C: Procedures For Accessing Services

Auditory Training Equipment (ATE)

Mandate and purpose

Ministerial Order 149/89, the Support Services for Schools Order, states in section 2:

> (1) Each board is responsible for referring any of its students who are hearing impaired to the Ministry of Health for a needs assessment to determine if the student requires auditory training equipment for classroom use.
>
> (2) On request of a board, the minister shall loan to the board auditory training equipment for each student who has been assessed under subsection (1) as needing the equipment.
>
> (3) The minister is responsible for routine maintenance of auditory training equipment loaned to a board.

Services provided

- Assessment of the need for auditory training equipment is provided by the Ministry of Health.
- Funding for purchase, repair, routine maintenance, replacement and monitoring of provincial requirements for Auditory Training Equipment in the B.C. public schools and group 1 and 2 Independent Schools is provided through the Ministry of Education through a protocol agreement with the Ministry of Health.
- Ongoing monitoring and adjustment of the equipment is done by the local Health Unit or Health Department audiologist.

Referrals for auditory training equipment

- Requests for auditory training equipment (for school use) are forwarded to the audiologist of the local Ministry of Health, Speech and Hearing Clinic, by the superintendent or delegate.
- On receipt of the request, the audiologist completes a needs assessment, determines the equipment required and forwards a recommendation for action to the Ministry of Education, Special Education Branch.
- The Ministry of Education, Special Education Branch, authorizes the necessary action, including the purchase of equipment to be provided on loan to the school district for use by an individual student. Both the local audiologist and the school district receive a copy of the authorization.
- The local audiologist installs the equipment, adjusts it to the student's individual requirements, and instructs the teacher, teacher of the deaf

and hard of hearing and student on the use and care of the equipment.

- At the time of installation, the invoice is signed by the school principal or delegate and returned to the local audiologist.

Repair and maintenance

- The local audiologist is responsible for maintenance of the equipment and for monitoring the student's needs on a regular basis. If any problem arises between the periodic checks, the teacher or principal should contact the teacher of the deaf and hard of hearing immediately who will contact the audiologist if he or she is unable to remedy the problem. The Ministry of Education meets the cost of routine maintenance of equipment on loan.
- The teacher of the deaf and hard of hearing should ensure he or she has a supply of necessary replacement parts to facilitate the day-to-day functioning of the equipment.
- Teachers should receive the necessary training to be able to do routine checks. The teacher of the deaf and hard of hearing should review the use and functioning of the auditory training equipment on a regular basis.
- The equipment should be returned to the local audiologist at the end of every school year for maintenance.

Returns

- School districts or independent schools are responsible for the proper care of auditory training equipment and for the return of all items when they are no longer required. The equipment remains the property of the B.C. Government (Ministry of Education) and must be returned to the Ministry of Health, Speech and Hearing Clinic, if the student leaves the district or no longer requires the equipment.

Liability

- Loss or damage of items must be reported immediately to the local health unit audiologist. The school district is responsible for the auditory training equipment on loan to its students and should ensure that all equipment is listed in the school inventory for insurance purposes.
- When major (serial-numbered) school-assigned equipment is lost or intentionally damaged beyond use, the school district will be expected to cover the cost of the replacement. The local Ministry of Health audiologist should be contacted as to the appropriate procedure.
- School districts may elect to loan auditory training equipment to students outside of regular hours of instruction. In those instances districts are advised to develop policies to ensure liability issues are stated.

Provincial Resource Centre for the Visually Impaired (PRCVI)

Terms of reference

The Ministry of Education has established a central pool of essential specialized and adapted learning resources which may be borrowed at no cost by school districts and Group 1 and 2 independent schools enrolling visually impaired students. In addition, PRCVI is able to access resources held in all other educational resources centres for the visually impaired in Canada, through a national interlibrary loan agreement.

It is expected that commonly available items, such as minor aids and larger items required by the student, will be supplied by schools.

Loan periods are for the duration for which student requires the resource and the student is enrolled in the school.

For information regarding services to students who are print handicapped, see below (Referrals to PRCVI – Students with a Print Handicap).

Services provided by PRCVI

- The loan of alternate format instructional materials (e.g., Braille; electronic text; talking and enhanced print versions of authorized and recommended learning resources; audio tape copies of recommended learning resources) will be made available as they are requested, if copyright clearance can be obtained. Braille copies of the recommended learning resources will be made available as resources and production capacity allow.
- Long-term loan of specialized equipment (e.g., Braille writers; talking calculators; four-track cassette tape recorders).
- Short-term loans to teachers of professional literature and videos on visual impairment and deafblindness.
- Consultation services on the use and choice of materials and equipment.
- Inservice training in the use of Braille, including special Braille codes (e.g., Nemeth Code for math and science materials).
- On a partial cost-recovery basis, audio tape versions of authorized and recommended learning resources are available for students designated as print handicapped, provided copyright clearances can be obtained.

Catalogue of special format materials

This catalogue contains a listing of all special format materials available from PRCVI as of the date of issue.

Copies of the current catalogue are routinely mailed to Superintendents of Schools, district administrators responsible for special education services, teachers of the visually impaired, the Crane Library at UBC, CNIB library

services, other Canadian Resource Centres for the Visually Impaired and, on request, to schools enrolling a student with visual impairment in those instances where the services of a teacher of the visually impaired are not available.

Referrals to PRCVI - students with visual impairments

To be eligible for loan services from PRCVI, a student must be certified as visually impaired by an ophthalmologist, optometrist or orthoptist. The requesting school district or independent school must submit a completed "Certification of Eligibility for Vision Resources" to PRCVI to establish eligibility. Services, materials and equipment will only be provided for students for whom PRCVI has an approved copy of the "Certification of Eligibility for Vision Resources".

Loans are requested by completing the consignment sheet, "Request For Loan of Alternate Format Instructional Materials", and forwarding it to PRCVI. Loans are for the length of time the resource is needed.

Orders should be addressed to:

The Provincial Resource Centre for the Visually Impaired
106 - 1750 West 75th Avenue
Vancouver, B.C. V6P 6G2

Phone: (604) 266-3699
Fax: (604) 261-0778

Returns

School districts or independent schools are responsible for the proper care and storage of the materials, equipment, packing materials and shipping cartons borrowed, and for the return of all items when they are no longer required. Loss or damage of items must be reported to the PRCVI immediately. The borrower will be assessed the replacement cost of all damaged or lost items.

Referrals to PRCVI - students with a print handicap

To be eligible for PRCVI services for the print handicapped, a student must be certified as print handicapped on the appropriate PRCVI form by the School District Superintendent or designate or the designated authority of an independent school. Print handicapped students are students who, because of a sensory, physical or neural disability, cannot effectively use print materials.

Catalogue of audio books

This catalogue contains a listing of all audio books available for print handicapped students from PRCVI as of the date of issue. Copies of the catalogue are routinely mailed to all public and group 1 and 2 independent schools in British Columbia.

The audio tapes become the property of the school or district that orders them. Copyright regulations require the restriction of the use of these audio tapes to students who are print handicapped. It is the responsibility of the ordering agency to ensure compliance with the copyright restrictions. When materials are ordered the student's name must be indicated on the purchase order. Copies of audio tapes will only be provided for students for whom PRCVI has a certificate of eligibility. Orders may be sent to the above address.

Special Education Technology-British Columbia (SET-BC)

Mandate and purpose

Special Education Technology-British Columbia (SET-BC) is a Provincial Resource Program established to assist school districts and group 1 or 2 independent schools in supporting educational programs of students through the use of technology. School districts receive services for students who demonstrate restricted access to the curriculum primarily due to the following:

- physical disability; and/or
- visual impairment.

Districts base requests for service on the following criteria:

- how the disability restricts the student's access to the curriculum;
- the student's current academic/cognitive level;
- educational goals established for the student; and
- the student being enrolled in a public setting.

Services provided by SET-BC

The SET-BC program is implemented through a provincial centre in the Lower Mainland and eight regional centres throughout the province.

Staff at eight regional sites assist local school districts in identifying and screening students for SET-BC services. They work with school-based teams to develop collaborative action plans involving the use of technology to meet educational goals, and monitor and follow up students within the region. Regional offices serve as preview and demonstration centres for special education technology and provide training in technology applications for educational purposes.

Services provided by the SET-BC program include:

- assistance with the assessment of students' abilities and needs for technology;
- assistance in program planning and transition planning, where technology is used to support learning outcomes;
- equipment loans and technical support of loan equipment; and
- inservice and workshops to train teachers and other staff in the use of the equipment.

Service and maintenance

Technical difficulties with equipment should be referred to the SET-BC staff in the regional site. When staff in the regions require assistance with technical difficulties, they may forward equipment to the provincial site, which employs technical staff to deal with more complex service and maintenance problems.

Loss or damage of items should be reported immediately. The school district maintains primary responsibility for equipment on loan, and should ensure that it is listed in the school inventory for insurance purposes.

Returns/Transfers/Transitions

Equipment on loan remains the property of SET-BC. Accordingly,

(a) If the student leaves the province or if the equipment is no longer needed or appropriate, it should be returned to the SET-BC centre from which it was obtained.

(b) For students in their final year of secondary school who will be continuing their education at a B.C. post-secondary institution or who plan to become clients of Vocational Rehabilitation Services after graduation, the school-based team should contact the SET-BC Regional Co-ordinator so that transition planning with SET-BC Adult Services can begin.

(c) When students are planning to transfer to another school district within the province, the school districts in which they initially reside should contact their SET-BC regional centre to determine standard transfer procedures. Equipment should be temporarily returned to SET-BC for transfer and should not be transported by the parents.

SET-BC regional centres

Requests for SET-BC service should be directed to the regional site by the SET-BC district contact. Information regarding access to services may be obtained from regional sites located at:

Region 1
Vancouver Island/Central Coast
2260 Victor Street
Victoria, B.C. V8R 4C5
Phone: (604) 595-7511
Fax: (604) 595-7224

Region 2
Lower Mainland/Southwest BC
105 - 1750 West 75th Avenue
Vancouver, B.C. V6P 6G2
Phone: (604) 261-9450
Fax: (604) 261-2256

Region 3
Thompson/Okanagan
1401 - 15th Street
Vernon, B.C. V1T 8S8
Phone: (604) 549-9221
Fax: (604) 558-0098

Region 4
Kootenay
689 Rotary Drive
Kimberley, B.C. V1A 1E4
Phone: (604) 427-7888
Fax: (604) 427-5301

Region 5
Cariboo/Chilcotin
3005 - 11th Avenue
Prince George, B.C. V2M 1P6
Phone: (604) 562-9650
Fax: (604) 565-4235

Region 6
North Coast Resource Centre
825 Conrad Street
Prince Rupert, B.C. V8H 3B8
Phone: (604) 624-6621
Fax: (604) 624-6572

Region 7
Nechako
Nechako Valley Secondary School
P.O. Box 950
Vanderhoof, B.C. V0J 3A0
Phone: (604) 567-4264
Fax: (604) 567-6490

Region 8
Northeast BC
929 - 106th Avenue
Dawson Creek, B.C. V1G 2N9
Phone: (604) 782-9125
Fax: (604) 782-3204

Adult Service Project
#105 – 1750 West 75th Avenue
Vancouver, B.C. V6P 6G2
Phone: (604) 264-8295
Fax: (604) 261-0778

Appendix D: Braille Correspondence Course

At the request of the school district, the Ministry of Education will fund the training through CNIB of teacher assistants or other district personnel working with Braille-using students. Due to the nature of Braille, it has been found that individuals with a good understanding of English grammar and a tendency to pay close attention to detail are most successful in developing competency in Braille production.

Applications will be considered only for employees of a school district who will be required by the district to utilize Braille on a regular basis.

Information on the application process may be obtained through the Special Education Branch at (604) 356-2333.

Appendix E: Relevant Government Circulars

These circulars, copies of which are included on the following pages, are relevant to the delivery of Special Education programs:

- INFORMATION CIRCULAR #412 dated 90/04/30 (Ministry of Education); "Protocol Agreement – In-School Support for Special Needs Students".
- INFORMATION CIRCULAR #439 dated 90/08/10 (Ministry of Education); "Ministry of Education Guidelines re: *School Act*, Section 11(3) Appeal Procedure".
- "HIV Infections – Guidelines for the Management of Persons in Educational Settings", (Ministry of Health).
- "Universal Precautions", (Ministry of Health).

In-School Support for Special Needs Students

Province of British Columbia

INFORMATION CIRCULAR

MINISTRY OF EDUCATION, PARLIAMENT BUILDINGS, VICTORIA, B.C. V8V 2M4

ISSN.0840.5816 #412 90/04/30

SCHOOL ADMINISTRATORS AND INSTRUCTIONAL STAFF

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Ministry Management Committee

Protocol Agreement - In-School Support for Special Needs Students

This circular is intended to clarify responsibilities under the above protocol agreement.

The agreement deals with three levels of service:

Level 1:

These are personal care procedures necessary where a student requires assistance with feeding, dressing, toileting, or mobility while in school. Teacher assistants have generally provided these services, although teachers have sometimes elected to perform them. The protocol at this level is simply a "status quo" statement of what is currently in place.

Level II:

The protocol addresses the implementation and supervision of health procedures necessary while a child is in school, and which would ordinarily be provided by a parent or guardian were the child at home.

These routines include, but are not limited to, gastrostomy feeding and related care, administration of pre-established and prescribed routine oxygen, administration of pre-measured and prescribed medication, seizure management, and ostomy care.

Seizure management in this protocol refers to a situation where the child is having frequent and severe seizures.

.../2

Further, it requires that the training be child-specific. This means that if a teaching assistant is trained to perform a procedure with one child, it does not qualify him/her to perform the procedure on another child without training for that specific child. This requirement for training has been included in the protocol agreement for the protection of both the child and the staff.

In instances where teachers elect to carry out Level II procedures, they are subject to the same training requirements.

The Ministry of Health is solely responsible for providing or arranging for the necessary training and supervision for Level II procedures.

Level III:

These are procedures which are very specialized, including, but not limited to, tracheostomy care, ventilator care, suctioning and catheterization. These may only be carried out by Nurses holding an active license to practise in British Columbia, or rehabilitative personnel, working under written instructions from the child's physician.

Catheterization refers to a situation where a sterile procedure is required.

In some instances, these are currently being carried out by teacher assistants. Where school boards have staff carrying out these Level III procedures, they are advised to discuss this with the local Health Unit or Health Department, as these procedures are the sole responsibility of the Ministry of Health, which includes Health Units and Health Departments.

For more information, contact:

Shirley McBride
Director - Special Education
Ministry of Education
620 Superior St.
Victoria, B.C.
V8V 2M4

Telephone: 356-2333

June Wick
Director - Public Health Nursing,
Community Supports, Family Health,
Community & Family Health
Ministry or Health
1515 Blanshard St.
Victoria, B.C.
V8W 3C8

Telephone: 387-2675

School Act Section 11 (3)— Appeal Procedure

Province of British Columbia

INFORMATION CIRCULAR

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SCHOOL ADMINISTRATORS AND INSTRUCTIONAL STAFF

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MINISTRY OF EDUCATION GUIDELINES RE: *SCHOOL ACT* SECTION 11 (3) APPEAL PROCEDURE

INTRODUCTION TO APPEALS

Section 11(3) of the B.C. *School Act* directs the board of trustees of each school district to establish, by bylaw, an appeal procedure for the purpose of hearing appeals under section 11.

Because the Ministry wishes to ensure that any appeal under the *School Act* results in decisions that positively affect the well being of all students, the following general guidelines are given to boards to assist them in developing appeal procedures.

An appeal process, including the policies and procedures inherent in that process, must be consistent with the requirements of natural justice. It is for this reason the attached booklet entitled *A Decision Maker's Guide to Judicial Review* is enclosed. This booklet will be most helpful in ensuring procedural fairness in the appeal process. The *Canadian Charter of Rights and Freedoms* can also be applicable. Please refer to pages 10 to 12 of the enclosed booklet in this regard.

ADMINISTRATIVE CONSIDERATIONS

The following guidelines may be of assistance to boards in developing their own appeal procedure. However, an appeal procedure adopted by a board, whether or not it includes some or all of the following guidelines, must clearly reflect the principles of natural justice.

The procedure employs a collaborative problem solving approach.

The procedure can be clearly articulated to the public.

The procedure is clear and easily understood by a layperson.

The procedure is consistent with the reporting relationships in the district and employs a minimum number of sequential steps.

The procedure establishes timelines to accompany each step.

The procedure designates responsibility for each part of the process.

The procedure ensures that, as far as possible, cultural bias does not preclude understanding by any of the parties.

The procedure ensures that, as far as possible, language considerations, including the use of jargon, do not preclude understanding by any of the parties.

The procedure provides for gender balanced committees to the extent possible.

The procedure ensures that, as far as possible, handicaps do not preclude participation in the process.

The procedure provides for informed consent and prior notice.

The procedure permits a parent or student to be accompanied by an advocate and/or supporter.

The procedure provides that prior to the report to the board the appellant will have access to information collected and to reports that have been prepared.

The procedure provides for reasonable documentation of events.

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GUIDELINES FOR THE DEVELOPMENT OF APPEAL PROCEDURE BYLAWS

B.C. *School Act* states:	Comment
11. (1) In subsections (2) and (4) "decision" includes the failure of an employee to make a decision.	
11. (2) Where a decision of an employee of a board **significantly** affects the education, health or safety of a student, the parent of the student or the student may, **within a reasonable time** from the date that the **parent** or **student** was informed of the decision, appeal that decision to the board.	A board, subject to the review of a court, determines the definitions of **significant** and **within a reasonable time.** **Parent** and **student** are defined in the Act, Section 1.
11. (3) For the purposes of hearing appeals under this section, a board shall, by bylaw, establish an appeal procedure.	
11. (4) A board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the board.	
11.(5) A board may establish one or more committees for the purpose of **investigating** appeals under this section.	Membership on the committee should, as far as possible, be made on a case by case basis to avoid bias. A board determines the role, composition and terms of reference of investigating committees it establishes. The terms of reference should not limit the gathering of all relevant information nor limit in any way a thorough review of all relevant issues. The investigating committee may give a factual report, or make recommendations, or both but the board decides the appeal after a thorough review by it of all the issues.
11. (6) A board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section and the decision of the board is **final**.	The decision of the board has no further statutory appeal under the Act but may be reviewed under the *Judicial Review Procedure Act*.
11. (7) A board shall make a decision under this section as **soon as practicable** after receiving an appeal and shall **promptly** report that decision to the person making the appeal.	The board should act promptly and not permit unreasonable delays.

BEST COPY AVAILABLE

HIV Infections
—Ministry of Health Guidelines for the Management of Persons in Educational Settings

HIV INFECTIONS - GUIDELINES FOR THE MANAGEMENT OF PERSONS IN EDUCATIONAL SETTINGS

AUTHORITY:

Health Act (1981)
Communicable Disease Regulations (1983)

REFERENCE:

National Advisory Committee on AIDS, CDWR, Vol. 12, No. 16, April 19, 1986, 67-70.

American Academy of Pediatrics, Pediatrics, Vol. 77, No. 3, March 1986, 430-2.

Centers for Disease Control, MMWR, Vol. 24, No. 34, August 30, 1985: 517-21.

INTRODUCTION:

Children and adults with a diagnosis of AIDS are those with the most serious form of illness related to HIV infection. There are many more persons who are infected with the virus, perhaps unknowingly, and who have either a mild illness or no signs of infection at all.

The majority of infected children acquire the virus from their infected mothers in the perinatal period. In utero or intrapartum transmission occurs and at least one case has been reported in which breast milk transmission was the probable mechanism. Sexual transmission is only likely with youth in their later teens and with adults.

The issue of concern is whether the child with HIV infection can transmit the infection to classmates and staff, and under what circumstances transmission is likely to occur.

RISKS ASSOCIATED WITH SCHOOL/DAY-CARE ATTENDANCE

A. Risks of Infection to Classmates and Staff

In the everyday social contact setting of the school environment, there is no risk of transmission of the virus among children and staff. There is a theoretical potential for transmission when open skin sores or broken mucous membranes come in contact with blood or other body fluids of an infected person. These circumstances are more likely to occur in institutions for very young children who still lack bowel and/or bladder control and are diapered.

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Also mentally handicapped children who lack control of their secretions and excretions or who exhibit aggressive behaviour, such as biting or striking, pose a higher risk.

B. Risks of the Child's Environment to the Child

The infected child may have immune system damage which renders the youngster more susceptible to infectious diseases such as chickenpox, measles, herpes simplex and cytomegalovirus. The risk to the child is greater in the school or day-care setting than in the home. In specific disease contact situations this risk can be reduced by the prompt use of appropriate immunoglobulin.

The diagnosis of AIDS or associated illnesses evokes fear and even panic in most persons in contact with the infected individual. To prevent social isolation and ostracism by classmates and teachers, confidentiality and the child's right to privacy must be paramount.

C. Risk of Transmission by Infected Adults

Teachers and other staff who have an HIV infection pose no risk to other staff or students since casual social contact does not allow for the exchange of infectious body fluid.

RECOMMENDATIONS

A. School-age Children

1. A child with HIV infection should be allowed to attend school without restriction unless there are significant risks to others from the youngster's attendance. Restrictions are for a specific reason beyond presence of HIV infection.

2. Each child should be assessed on an individual basis by the attending physician and the medical officer for the school. The assessment for attendance should be based on the behaviour, development and physical condition of the child and the expected type of interaction with the others in that setting. Involvement of the parent is essential to ensure that all facts are taken into account and that everyone understands the rationale for the final decision.

3. In general, school staff need not be informed that a child with HIV infection is in the school. If, in the opinion of the School Medical Officer and the attending physician, it is necessary to

inform school personnel of the youngster's infection then the information should be restricted to those officials who "need to know". The parent must be made aware of the intention to inform and, if possible, should be a participant during the transmission of this information to ensure that everyong involved understands the situation and the implications of any actions which may be taken. The decision to inform is most often required when the child's health status requires consideration of alternative or special educational arrangements.

4. If the child's health permits and in the absence of special risk factors, the benefits of unrestricted school attendance outweigh the child's risk of acquiring potentially harmful infections in the school setting and the extremely remote risk of transmission of the infection in the school environment. The condition of the child should be monitored regularly by the family physician and the school medical officer, and changes in his/her school program should be recommended if necessary.

5. An uninfected child who has a family member with HIV infection should not be excluded from school.

6. Routine screening of children for HIV infection is not warranted.

7. Since blood and body fluids may carry various infectious agents, all schools should be encouraged to adopt good hygiene practices for handling environmental soiling by blood, urine, stool, vomit or other body fluids. School personnel involved in such cleaning should be taught to avoid exposure of open skin lesions or mucous membranes to blood or body fluids.

8. Local School Boards, with the support of the Health Department, should be encouraged to develop education programs to inform children, parents and teachers about AIDS and HIV infection.

B. Pre-school Children

1. Pre-school children who have full control of body excretions/secretions, who show no evidence of aggressive behaviour (e.g. biting) and who have no open skin lesions which cannot be covered by dressings pose no risk to others, and should be allowed to attend a day-care or pre-school without restriction. Their management should be the same as that described for the school-age child.

2. Children who lack full bowel or bladder control, who drool or exhibit aggressive behaviour or who have uncoverable skin lesions

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deserve a restricted-care environment and generally should not be admitted to a pre-school or day care.

3. In determining the appropriateness for admission of an HIV infected child to a pre-school program, the developmental and behavioural status of the child should be assessed by persons providing care, parents and the child's physician. Once admitted, the child should be regularly evaluated to ensure that the potential risk to others remains minimal.

4. While the child's right to privacy must be respected, the program supervisor of the facility should be informed of the child's condition, and given instruction on the precautions to take in the event of having to deal with the blood/body fluids of the child. Discussion should take place at this time about the need for other facility staff to be aware of the child's infection; the number who know must be kept to a minimum.

CONSULTATION

Discussion with the Director of VD Control is encouraged in situations for which the application of these guidelines is being considered.

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from the Health files

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UNIVERSAL PRECAUTIONS

What are "Universal Precautions"?

"Universal precautions" are steps we should take to protect ourselves when we come into contact with the blood or body fluids of other people. Universal precautions are intended to stop the spread of germs to others.

Most of the time, you can't tell if a person is infected with AIDS, Hepatitis B, or any number of other diseases. The best thing to do is treat the blood and body fluids of **EVERY PERSON** as **POTENTIALLY** infectious. These potentially infectious body fluids include blood, semen, and vaginal secretions.

The Basics of Universal Precautions.

Blood and body fluids – ALWAYS treat as potentially infectious. Clean up spills promptly using absorbant material first, then clean more thoroughly with a disinfectant.

Gloves – wear latex, vinyl or rubber disposable gloves when handling blood, body fluids, or when cleaning cuts, scrapes or wounds. Wash hands after removing gloves, and dispose of the gloves in a plastic bag. Add gloves to your first aid kit so they are always ready. They are not expensive, and can be bought at any drugstore.

Needlestick injuries – report to the Health Unit or hospital emergency department immediately.

Sharp objects – place needles and syringes in a safe container. **NEVER re-cap, bend or break off used needles!** Place them in a sealed puncture-proof container and then in the garbage.

Personal articles – never share toothbrushes or razors. They can transmit small amounts of blood from one user to the next. Dispose of razors carefully. Wrap sanitary napkins before disposing. Handle bloody bedding or clothing cautiously, and wash in hot soapy water.

Handwashing is the best single way to prevent the spread of germs from one person to another. Wash hands thoroughly with *soap and water.*

Always wash hands:

- before preparing food
- before mealtimes
- before breastfeeding, and
- after toiletting or diapering
- before and after providing first aid
- after handling blood or body fluids

Cover your mouth when you cough or sneeze, then wash your hands. Don't pass *your* germs on to others.

Teach others – particularly children about healthy behaviour and potential risks and how to deal with them safely.

How can you keep yourself safe?

Blood splashed on your skin may cause infection by getting into cuts, nicks, or raw chapped areas. Protect yourself by wearing gloves if you are exposed to blood or certain other body fluids. For example, if you help someone who has a bleeding nose you should wear vinyl or latex disposable gloves to protect

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your skin. If this is not possible, continue to help the person and then wash immediately afterwards. Gloves are not necessarily required if you come into contact with urine, feces, nasal secretions, saliva, sweat, tears or vomit, **UNLESS** you can see blood in it. However, in some situations you may prefer to wear gloves. Remember, it is always important to wash your hands carefully after touching any body fluids, even if you have worn gloves.

How can you safely clean up spills of blood or other body fluids?

1. Protect yourself by wearing disposable vinyl or latex or rubber gloves. If there is a risk of splashing use protective eye wear.
2. Use disposable absorbant material such as paper towels to remove most of the spill. Place these in a plastic bag and deposit in the garbage.
3. Wipe the floor, or any contaminated surfaces with a disinfectant solution. This can be easily made by mixing one part household bleach to ten parts of water. This type of bleach solution should be freshly made up or it may loose its strength. For carpets or upholstery that may be damaged by bleach, other germicides or disinfectant agents can be used. Soak mops or brushes that have been used for cleaning in a disinfectant for 20 minutes.
4. When you are finished wash your hands thoroughly with soap and water.

What should you do if you find a used syringe or condom?

If you find a used syringe or condom – especially in a park, school or play ground – it is important to dispose of them promptly and carefully.

A needle that someone else has used contains a small amount of their blood which may carry the AIDS or Hepatitis B virus. Used condoms can also contain infectious body fluids.

Teach children **NEVER** to touch needles, syringes or condoms, and to tell an adult about them immediately.

1. Use a pair of tongs or pliers, or a pair of puncture-proof gloves to pick up these items.
2. Discard condoms in a plastic bag.
3. Discard syringes or needles in a puncture-proof container, preferably one intended for such purposes. Any plastic or metal container with a lid, such as a coffee can, will also do.
4. When you have finished wash your hands carefully with soap and water.

While the risk of infection from used condoms and syringes is very low, it is best to limit this risk as much as possible. It is important to help children understand how important these necessary precautions are.

What Should You Do If You Accidentally Prick Yourself With a Dirty Needle?

- If possible, put the pricked area low to the ground to promote bleeding.
- Wash the area well with soap and water.
- Call the local Health unit or hospital Emergency Department immediately.

REMEMBER -
ALL BLOOD AND BODY FLUIDS ARE POTENTIALLY INFECTIOUS.

Appendix F: Relevant Governing Legislation

This section abstracts from legislation those sections most likely to be useful in conjunction with *A Manual of Policies, Procedures and Guidelines*. For more information, please consult the full text of each Act. Included here are:

- Relevant sections of the *School Act*:
  - Section 2 Access to educational program
  - Section 3 Entry to educational program
  - Section 9 Examination of student records
  - Section 11 Appeals
  - Section 18 Teachers' assistants
  - Section 94 Provision of educational program
  - Section 97 Student records
  - Section 101 Financial assistance
  - Section 104 Agreements
  - Section 106 Support services for schools
  - Section 109 Examinations and reports by school medical officer
  - Section 125.1 Targeting or capping of allocation
- Minister's Orders of particular relevance:
  - MO 149/89 Support Services for Schools Order
  - MO 150/89 Special Needs Students Order
  - MO 191/94 Student Progress Report Order
- *Ombudsman Act*
- *Psychologist's Act*

School Act

The following excerpts from the *School Act*, S.B.C. 1989, c. 61, are provided to support information referenced throughout this document:

Access to educational program

2. A person
(a) who is of school age, and
(b) who is resident in a school district
is entitled to enroll in an educational program provided by the board of that school district.

Entry to educational program

3. (1) Subject to subsections (2) and (3), a person who is resident in British Columbia shall
(a) enroll in an educational program provided by a board on the first school day of September of a school year if, on or before December 31 of that school year, the person will have attained the age of 5 years, and
(b) participate in an educational program provided by a board until he or she attains the age of 16 years.
(2) A parent of a child referred to in subsection (1) (a) may defer the enrollment of his or her child until the first school day of September of the next school year.
(3) This section does not apply if the person
(a) is attending an independent school, a Provincial school or an educational institution operated by the Crown in right of Canada or by a band as defined in the *Indian Act (Canada)*, or
(b) is registered under section 13.

Examination of student records

9. (1) A student and the parents of a student of school age are entitled,
(a) on request and while accompanied by the principal or a person designated by the principal to interpret the records, to examine all student records kept by a board pertaining to that student, and
(b) on request and on payment of the fee, if any, charged under subsection (2), to receive a copy of any student record that they are entitled to examine under paragraph (a).
(2) A board may, for any copies of student records provided under subsection (1) (b), charge a fee that does not exceed the cost to the board of providing the copies.

Appeals

11. (1) In subsections (2) and (4) "decision" includes the failure of an employee to make a decision.

(2) Where a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.
(3) For the purposes of hearing appeals under this section, a board shall, by bylaw, establish an appeal procedure.
(4) A board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the board.
(5) A board may establish one or more committees for the purpose of investigating appeals under this section.
(6) A board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section and the decision of the board is final.
(7) A board shall make a decision under this section as soon as practicable after receiving an appeal and shall promptly report that decision to the person making the appeal.

Teachers' assistants

18. (1) A board may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and the regulations.
(2) Persons employed under subsection (1) shall work under the general supervision of a teacher or administrative officer.

Provision of educational program

94. (1) Subject to the other provisions of this Act and the regulations and to any orders of the minister under this Act, a board shall make available an educational program to all persons of school age resident in its district who enroll in schools in the district.
(2) A board may provide an educational program to persons referred to in subsection (1) in its own school district or elsewhere.
(3) A board complies with subsection (1) if
(a) the educational program is provided by the board,
(b) with the approval of the minister, the educational program is provided by a Provincial school, or
(c) with the agreement of another board, the educational program is provided by that other board.
(4) A board may assign and reassign students to specific schools or to educational programs referred to in subsection (3).
(5) Unless the board of the school district in which a person of school age resides objects, any other board may make available to that person an educational program.
(6) A board may recognize as part of a student's educational program an educational activity that is not provided by the board.
(7) Subject to the regulations, a board is responsible for evaluating all of the educational programs and services provided by the board,

including services provided pursuant to an agreement under section 104 (1) (a).

(8) A board may permit a person who is older than school age to attend an educational program in accordance with any terms and conditions specified by the board.

Student records

97. (1) Subject to the orders of the minister, a board shall

(a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and

(b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

(2) Notwithstanding subsection (1), a board shall, where required by the orders of the minister, permit a person providing health services, social services or other support services access to information in student records required to carry out that service.

(3) Subject to the orders of the minister, a board shall establish and maintain a record for each student and for each child registered with the board's schools under section 13.

Financial assistance

101. A board may

(a) assist in paying the cost of transportation, board or lodging of a student, or

(b) subject to the approval of the minister, assist in paying the cost of transportation, board, lodging or tuition fees of a person attending an educational institution outside of British Columbia.

Agreements

104. (1) A board may, subject to this Act, the regulations and the orders of the minister,

(a) enter into an agreement to purchase managerial or other services with respect to the operation of schools in the district or to purchase educational services that will be under the general supervision of an employee of the board who is a member of the college, and

(b) enter into an agreement concerning the promotion, development or operation of recreational and community services.

(4) A board may operate a Provincial resource program or a regional correspondence school in accordance with an agreement with the minister.

Support services for schools

106. (1) A board shall provide health services, social services and other support services for schools in accordance with any orders made by the minister.

Examinations and reports by school medical officer

109. (1) A school medical officer may and when required by the Minister of Health shall examine or cause examinations to be made as to the general health of students of the schools in the school district.

(2) If the school medical officer considers that the health condition of any student is such as to endanger the health or welfare of the students of a school or the employees of the board, the school medical officer shall so report to the board, giving the name of the student concerned.

(3) The board shall promptly act on a report under subsection (2) and shall remove from a school a student whose health condition is reported by the school medical officer as being dangerous, and that student shall not be permitted to return to the school until he or she delivers to the board a certificate signed by the school medical officer permitting the student to return to the school.

(4) If a teacher or administrative officer suspects a student is suffering from a communicable disease or other physical, mental or emotional condition that would endanger the health or welfare of the other students, the teacher or the administrative officer, as the case may be, shall report the matter to the school medical officer, to the school principal and to the superintendent of schools for the district and may exclude the student from school until a certificate is obtained for the student from the school medical officer or a private medical practitioner permitting the student to return to the school.

(5) If a student is removed or excluded from school under subsection (3) or (4), the board shall continue to make available an educational program for that student.

Targeting or capping of allocation

125.1 (1) The minister may, in respect of an allocation to a board under section 125 (1), provide a direction to the board specifying

(a) a minimum amount or percentage of the allocation that must be budgeted and spent by the board for students enrolled in

(i) an aboriginal education program specified by the minister, or

(ii) an education program specified by the minister for students with special needs, and

(b) a maximum amount or percentage of the allocation that may be budgeted and spent for school or district administration specified by the minister.

(2) The minister may vary a direction provided to a board under this section if there is a change in the circumstances under which the direction was made.

(3) A board shall budget and spend its allocation in accordance with any direction of the minister provided to it under this section.

Ministerial Order 149/89, the Support Services for Schools Order

Authority: *School Act*, sections 106 (1) and 182 (2) (k)

Community health nurses in schools

1. Every board shall

(a) equip and maintain a room that can be used as a medical room in each school within the district, and

(b) make that medical room available to the community health nurse assigned to the school during scheduled and special visits.

Auditory systems

2. (1) Each board is responsible for referring any of its students who are hearing impaired to the Ministry of Health for a needs assessment to determine if the student requires auditory training equipment for classroom use.

(2) On request of a board, the minister shall loan to the board auditory training equipment for each student who has been assessed under subsection (1) as needing the equipment.

(3) The minister is responsible for routine maintenance of auditory training equipment loaned to a board.

Speech and language services

3. A board of a school district shall provide speech and language therapy services for students of school age who attend a school in the district and whose education is adversely affected by oral communication difficulties.

Medical assessment

4. A board shall refer for medical assessment and subsequent referral for occupational or physiotherapy consultation any students who have ongoing physical conditions or disabilities serious enough to cause interference with the attainment of the goals of education.

Specialized health services

5. (1) If complex health procedures are carried out in schools, the board shall ensure that staff designated to carry out these procedures have been trained, and are supervised, by appropriate health professionals.

(2) For purposes of subsection (1) complex health procedures include but are not limited to, gastrostomy care and tube feeding, administration of oxygen, catheterization and suctioning.

(3) School staff trained to carry out health procedures for a specific student shall not perform those procedures on other students.

Duty to report

6. On or before June 30, every superintendent of schools for a school district shall notify the school medical officer for the school district of the name and location of each school in the district and the projected enrollment for each school in the following school year.

Ministerial Order 150/89, the Special Needs Students Order

Authority: *School Act*, sections 94 and 182 (2) (k)

Handicapped students

1. (1) A board shall ensure that an administrative officer offers to consult with a parent of a handicapped student regarding the placement of that student in an educational program.

(2) Unless the educational needs of a handicapped student indicate that the student's educational program should be provided otherwise, a board shall provide that student with an educational program in classrooms where that student is integrated with other students who do not have handicaps.

Ministerial Order 191/94, the Student Progress Report Order

Authority: *School Act*, sections 97 (3), 103 (2) (j) and 182 (2)

Interpretation

1. (1) This order applies to the 3 formal written student progress reports required under sections 4 (2) (a) and 5 (9) (a) of B.C. Reg. 265/89, the School Regulation.

(2) In this order "curriculum" means

(a) the applicable educational program guide set out in Ministerial Order 165/93, the Educational Program Guide Order, or

(b) a local program authorized under Ministerial Order 147/89, the Local Programs Order.

Kindergarten to grade 3 reports

2. (1) Student progress reports for students in kindergarten through grade 3 must be in writing and must, in relation to expected learning outcomes set out in the curriculum, describe

(a) what the student is able to do,

(b) the areas in which the student requires further attention or development, and

(c) ways of supporting the student in his or her learning.

(2) In conjunction with the student progress reports required under subsection (1), parents of a student in kindergarten through grade 3 must be provided with oral or written comments on the student's school progress with reference to the expected development for students in a similar age range.

Grades 4 to 7 reports

3. Student progress reports for students in grades 4 through 7 must, in relation to expected learning outcomes set out in the curriculum, contain

(a) letter grades, unless the board provides the letter grades to parents in a different manner, and

(b) written comments describing

(i) what the student is able to do,

(ii) the areas in which the student requires further attention or development, and

(iii) ways of supporting the student in his or her learning.

Grades 8 to 12 reports

4. Student progress reports for students in grades 8 through 12 must, in relation to expected learning outcomes set out in the curriculum, contain

(a) letter grades, and

(b) where appropriate, written comments describing

(i) what the student is able to do,

(ii) the areas in which the student requires further attention or development, or

(iii) ways of supporting the student in his or her learning.

Letter grades

5. For the purposes of sections 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order. (en. M397/94)

Student progress reports for students with IEP's

6. (1) In this section,

"IEP" means an individual education plan designed for a student that modifies or replaces the expected learning outcomes of a course or subject and grade set out in the curriculum and contains specific, individual goals and objectives and the expected learning outcomes for the student;

"Student with special needs" means a student who is enrolled in an educational program specified by the Minister for students with special needs.

(2) Sections 2 to 4 do not apply to student progress reports described in subsections (3) or (4).

(3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written comments describing

(a) what the student is able to do,

(b) the areas in which the student requires further attention or development, and

(c) ways of supporting the student in his or her learning in relation to the expected learning outcomes set out in that student's IEP.

(4) Until a student who is receiving English as a second language services is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written comments describing

(a) what the student is able to do,

(b) the areas in which the student requires further attention or development, and

(c) ways of supporting the student in his or her learning in relation to the expected learning outcomes set out in that student's IEP.

(5) Student progress reports referred to in sub-sections (3) and (4) must contain

(a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, and

(b) where appropriate, written comments describing
  (i) ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and
  (ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or for a student who is receiving English as a second language services where that student is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade. (en. M397/94)

Requirements for all written student progress reports

7. Written student progress reports for students in kindergarten through grade 12 must contain
  (a) the school's name, address and telephone number,
  (b) the student's name,
  (c) a definition of all letter grades used in the report,
  (d) the number of days that the student was absent during the reporting period,
  (e) the number of days that the student was late during the reporting period,
  (f) a description of the student's progress as required by sections 2, 3, 4 and 6, as the case may be,
  (g) a description of the student's behaviour, including information on attitudes, work habits and effort,
  (h) the name of the teacher involved in preparing the report, and the signature of the principal or other administrative officer,
  (i) a place for the signature of the parent acknowledging receipt of the report,
  (j) a statement that the report is on a form ordered by the minister or on a form approved by the board, and
  (k) any other information that the teacher or administrative officer consider relevant. (am. M397/94)

NOTE: The following pages are being kept open for any future relevant legislation which may be developed.

Ombudsman Act
(Reproduced in part)

The powers, duties and jurisdiction of the Ombudsman are set out in sections 10 and 11 of the *Ombudsman Act*:

Powers and duties of Ombudsman in matters of administration

10. (1) The Ombudsman, with respect to a matter of administration, on a complaint or on his own initiative, may investigate
- (a) a decision or recommendation made;
- (b) an act done or omitted; or
- (c) a procedure used

by an authority that aggrieves or may aggrieve a person.

(2) The powers and duties conferred on the Ombudsman may be exercised and performed notwithstanding a provision in an Act to the effect that
- (a) a decision, recommendation or act is final;
- (b) no appeal lies in respect of it; or
- (c) no proceeding or decision of the authority whose decision, recommendation or act it is shall be challenged, reviewed, quashed or called into question.

(3) The Legislative Assembly or any of its committees may at any time refer a matter to the Ombudsman for investigation and report and the Ombudsman shall
- (a) subject to any special directions, investigate the matter referred so far as it is within his jurisdiction; and
- (b) report back as he thinks fit, but sections 22 to 25 do not apply in respect of an investigation or report made under this subsection.

Jurisdiction of Ombudsman

11. (1) This Act does not authorize the Ombudsman to investigate a decision, recommendation, act or omission
- (a) in respect of which there is under an enactment a right of appeal or objection or a right to apply for a review on the merits of the case to a court or tribunal constituted by or under an enactment, until after that right of appeal, objection or application has been exercised in the particular case or until after the time prescribed for the exercise of that right has expired; or
- (b) of a person acting as a solicitor for an authority or acting as counsel to an authority in relation to a proceeding.

(2) The Ombudsman may investigate conduct occurring prior to the commencement of this Act.

Section 7 of the Schedule to the *Ombudsman Act* makes the provisions of the Act applicable to "schools and boards as defined in the *School Act*".

Psychologists Act
(Reproduced in part)

Interpretation
1. (1) In this Act . . .

"practice of psychology" includes

(a) the provision to individuals, groups, organizations or the public of any service involving the application of principles, methods and procedures of understanding, predicting and influencing behaviour, including the principles of learning, perception, motivation, thinking, emotion and interpersonal relationships;

(b) the application of methods and procedures of interviewing, counselling, psychotherapy, behaviour therapy, behaviour modification, hypnosis, research; or

(c) the construction, administration and interpretation of tests of mental abilities, aptitudes, interests, opinions, attitudes, emotions, personality characteristics, motivations and psychophysiological characteristics and the assessment or diagnosis of behavioural, emotional and mental disorder

for a fee or reward, monetary or otherwise;

"registered psychologist" means a person who is registered under this Act as a psychologist; . . .

Membership
3. (1) The membership of the college shall consist of those persons registered pursuant to this Act and the rules and the bylaws of the college passed under this Act.

Bylaws
6. (1) The college may make bylaws, not inconsistent with this Act, respecting

(d) the government, discipline and ethics of registered psychologists, including the adoption of a code of ethics binding on all registered psychologists and for that purpose the college may adopt the code of ethics of any other psychological college;

(f) the nonrenewal, suspension or revocation of registration of a psychologist who fails to renew his registration when required to do so by this Act or the rules, or the nonrenewal, suspension or revocation of the registration of a psychologist, or the reprimand or censure of a psychologist found by the board to be guilty of misconduct or having displayed such incompetence as to render desirable, in the public interest, the suspension, revocation or nonrenewal of his registration; and the board may define "misconduct" and "incompetence" for the purpose of these bylaws... .

Disciplinary action

9. (1) The board may, on its own motion or receipt of a complaint, and after a hearing, determine that a registered psychologist, former registered psychologist or person applying to be a registered psychologist

(a) has professionally misconducted himself or herself,

(b) has contravened this Act or the bylaws or code of ethics of the college,

(c) has incompetently carried out professional duties,

(d) has contravened an enactment in the course of the practice of psychology,

(e) has failed to pay fees specified by the board,

(f) does not qualify to be a registered psychologist, or

(g) suffers from a physical ailment, emotional disturbance or an addiction to alcohol or drugs that impairs the person's ability to practise psychology.

Application of *Medical Practitioners Act*

15. Nothing in this Act entitles a person to practice medicine within the meaning of section 72 of the *Medical Practitioners Act*, but, notwithstanding that section, a registered psychologist is entitled to carry on the practice of psychology without supervision by a medical practitioner.

Prohibition

16. (1) No person shall engage in or carry on the practice of psychology and represent himself as a psychologist, unless he is registered under this Act.

(2) No person shall use, assume, or employ, or advertise or hold himself out under the title of a "registered psychologist" or "psychologist" or any affix or prefix or abbreviation of the title as an occupational designation relating to the practice of psychology, unless he is registered under this Act.

(3) No person shall obtain or attempt to obtain registration under this Act by fraud or misrepresentation.

Exemptions

18. (1) Nothing in this Act prevents a person

(c) from acting in the course of employment by a Provincial, federal or municipal government or government agency or by a board of school trustees constituted under the *School Act*, where qualifications in psychology are a condition of such employment.

Appendix G: Sample Resource Materials

TITLE	AVAILABLE FROM	ORDER #
Access to Conferences, Institutes and Meetings (1992)	Learning Resources Branch	RB0024
Evaluating Reading Across Curriculum: Using the Reading Reference Set to Support Learning and Enhance Communication	Learning Resources Branch	RB0034
Handwriting 1-7 Resource Book (1981)	Learning Resources Branch	CG0090
Hard of Hearing and Deaf Students: A Resource Guide to Support Classroom Teachers (1994)	Learning Resources Branch	RB0033
Healthy Schools: A Planning Guide for Classroom Teachers to Create a Healthier School Environment	Learning Resources Branch	RB0016
The Independence Schoolhouse (video) (1992)	Learning Resources Branch	RB0027
Inter-Ministry Child Abuse Handbook (1988)	Crown Publications	643
Introducing the Primary Program (video)	Learning Resources Branch	
Learning Assessment (Chalk Talk Series)	Learning Resources Branch	
Learning for Living: Primary - Graduation Curriculum Guide (1990)	Learning Resources Branch	CG0296
A Resource for Self Assessment: Thinking About Learning (1992)	Learning Resources Branch	RB0022
Orientation and Mobility (Chalk Talk Series)	Learning Resources Branch	
Orientation and Mobility for the Visually Impaired Resource Book (1984)	Learning Resources Branch	CG0198
Primary Program Resource Document (1990)	Learning Resources Branch	RB0008
Selection and Challenge (1991)	Learning Resources Branch	FCG155
Settlement Services for Immigrant Children	Learning Resources Branch	FCG164
Speech Resource Guide for the Hearing Impaired (1982)	Learning Resources Branch	CG0141
Students with Visual Impairments: A Resource Guide to Support Classroom Teachers (1995)	Learning Resources Branch	RB0047
Supporting Learning (1992)	Learning Resources Branch	RB0018
Thinking in the Classroom, Vol. I: Context for Thoughtful Learning (1992)	Learning Resources Branch	FCG165
Thinking in the Classroom, Volume II: Experiences that Enhance Thoughtful Learning (1992)	Learning Resources Branch	FCG166

TITLE	AVAILABLE FROM	ORDER #
The Universal Playground: A Planning Guide (1990)	Learning Resources Branch	FCG129
Using Multi-media Kits	Learning Resources Branch	
Hospital/Homebound: Handbook for Teachers (1988)	Hospital Homebound PSA	
Provincial Resource Program Directory (1992)	Learning Resources Branch	
School Facilities Manual (Ministry of Education)	School Facilities Branch	
Guidelines for the Management of HIV Infections in Educational Settings	Ministry of Health	
Inter-Ministerial Protocols for the Provision of Support Services to School (1989)	Communications Branch	
Gateway Provincial Resource Program's Functional Skills Curriculum: Self Help and Life Skills Community Training Functional Academics Part One Functional Academics Part Two	Gateway Press 4812 Georgia Street Delta, BC V4K 2S9	
A Handbook for Integrated Case Management (1993)	Child and Youth Secretariat	
Gender Equity Mentoring for Students	Learning Resources Branch	FCG218

Appendix H: Facilities Planning

The following should be considered in making facilities accessible for all students:

- drinking fountains, vending machines, lockers, elevators, stairs;
- light switches, electrical outlets, telephones;
- room identification, signage, signals and alarms;
- storage space for equipment and instructional materials;
- work rooms for individual or small-group instruction;
- space for the performance of medical procedures; and
- accessible playgrounds.

New construction and renovations should take into consideration the need for all students to have access to all parts of the school. These include gymnasium, locker rooms, showers, washrooms, laboratories, shops, classrooms, library, auditorium, lecture hall, theatre, cafeterias, teaching kitchen, hallways, offices, playing fields, track, tennis court, playgrounds, parking lots, paths, walkways and ramps. This access should be as seamless as possible; that is, there should not be an obvious distinction that some feature is only for students with disabilities.

The Ministry of Municipal Affairs has published an accessibility planning guide, the *Building Access Handbook*. This resource examines the building requirements from the British Columbia Building Code (1992) for persons with disabilities and may be useful when planning renovations or new facilities.

The Ministry of Education is preparing materials to complement the *Building Access Handbook* and already has other resources available, through the Learning Resources Branch, which may also be useful to address accessibility issues. These include *The Universal Playground* (catalogue #FCG129), and *Access to Conferences, Institutes and Meetings: A Planning Guide* (catalogue #RB0024).